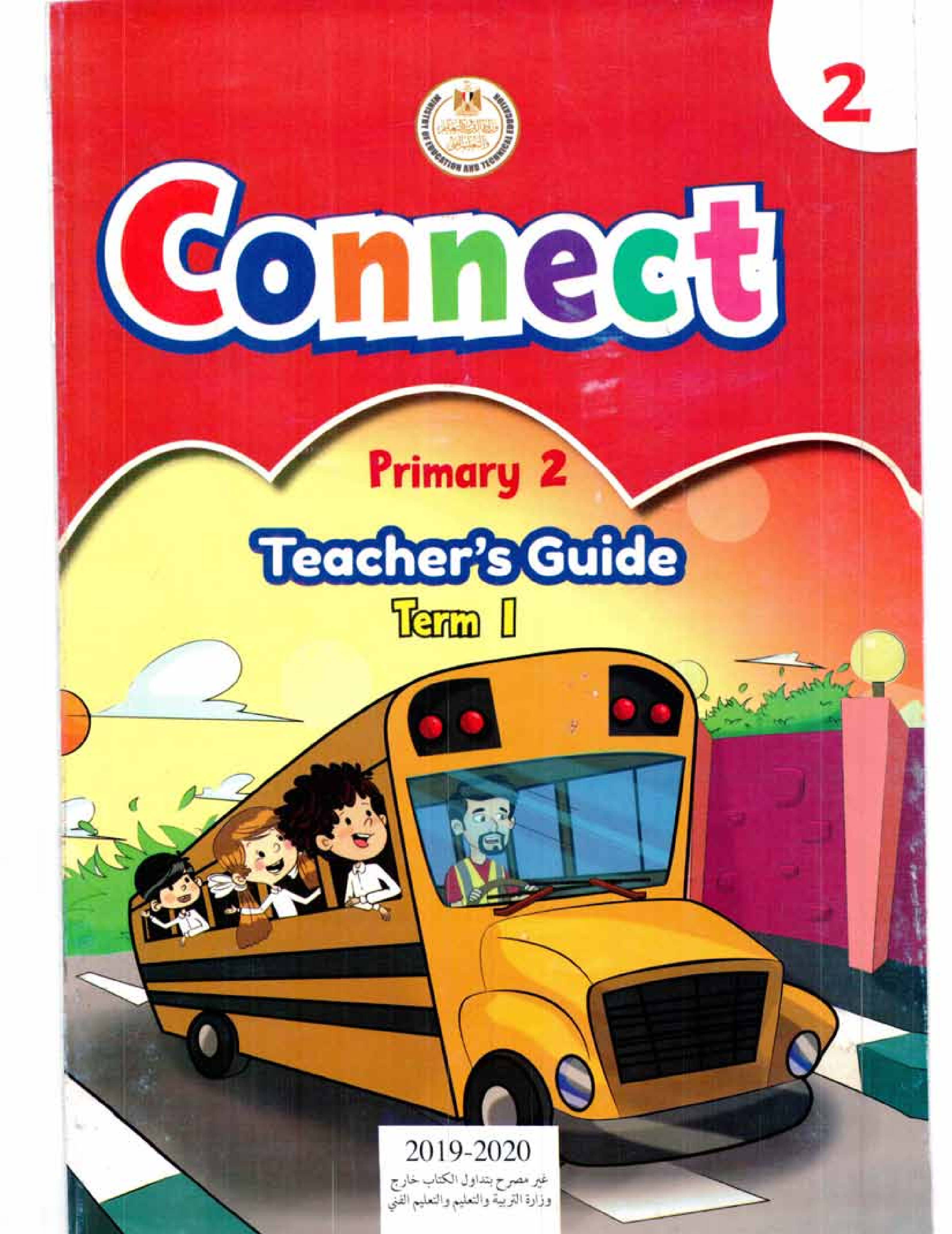


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Connect
Primary 2
Teacher's Guide
Term 1
2019-2020
غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني



Primary 2

Teacher's Guide

Term 1

Moira Dutton

Contents

Scope and Sequence

Who am I?

Unit	Vocabulary	Language	Phonics
1 Meet my family	*parents, cousin, grandma, grandpa, grandparents, child/children, friends; Good morning, Good afternoon, Good evening, Good night*	***This is** my mother.* ***These are** my parents.* *I (help my family) in the afternoon.* *I clean the house.*	**ch:** **ch**ildren, **ch**icken, **ch**ips, bea**ch** **i:** ch**i**ldren, ch**i**cken, ch**i**ps
2 My body	*arm, face, foot/feet, head, leg, tooth/ teeth, beak; boy, girl; smell, touch, see, hear, taste*	*I'm a boy. I'm a girl.* *Who am I? I'm an engineer.* *You're a boy.* ***I have** a (face).* ***I have** two (ears).* ***I can** smell with my nose.* *He can't run.*	**th:** **th**ree, mou**th**, ba**th**room, **th**row, **th**irteen, too**th** **ee:** thr**ee**, thirt**ee**n, gr**ee**n, t**ee**th, b**ee**
3 Off to school	*boots, dress, glasses, hat, clothes, coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen*	***It's** my dress. It's your hat. It's yellow.* ***They're** my socks.* ***They're** your shoes.* ***How many** (boots) are there?* ***There are** (twelve).* *We (sit down).*	**sh:** fi**sh**, **sh**arpener, **sh**ark, tra**sh**, **sh**op, **sh**eep, T-**sh**irt, **sh**irt **ar:** sh**ar**k, sh**ar**pener, c**ar**
Review 1	Revision of units 1-3		

Who am I?

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Self-management: New friends **Empathy:** I help my family	**Appreciation of science and scientists:** Parts of the day **Love of family and friends:** New friends I love my family	**Community participation:** New friends!	**Science:** Parts of the day **Math:** Using bar charts
Critical thinking: Observation: Defining relationships between different objects; birds and humans **Creativity: Project:** Handprint bird	**Respecting diversity**	**Non-discrimination issues**	**Science:** My amazing body; Life stages **Math:** Counting body parts
Self-management : Follow classroom instructions	**Respect for different jobs**	**Citizenship:** Awareness of rights and duties in the classroom	**Social Science:** Jobs in a school; Clothes for school **Math:** three- dimensional shapes
Self-management Problem solving			

Scope and Sequence

The world around me

Unit	Vocabulary	Language	Phonics
4 Time to play sports	karate, basketball, football, swimming, tennis; team; kick, hit, throw; racket, ball; twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred	***Can** you (play football)?* *Yes, I can.* *No, I can't.* *Hala can play tennis. She can't play basketball.* *It's your turn.* *Thank you.* *I'm healthy.* *I swim.*	**gr**: **gr**ay, **gr**andma, **gr**een, **gr**andpa **bl**: **bl**ack, **bl**ue
5 My day	get up, eat, drink, play, go home; clock; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	*What time is it?* *It's (three) o'clock.* *It's four thirty.* *I **get up** at (eight thirty).* *Hany **gets up** at seven.*	**pl**: **pl**ay, **pl**ease, **pl**ane, **pl**anet **cl**: **cl**ock, **cl**assroom, **cl**oudy, **cl**ay
6 Healthy lunches	bread, a burger, chicken, fries, fruit, grapes, ice-cream, juice, water; hungry, thirsty; good to eat, not good to eat	*Would you like some (water)?* *Yes, please. No, thank you.* *I'd like some (juice).* *What's your favorite food?* *It's bread.* *Does he like (oranges)?* *Yes, he does* *No, he doesn't* *Do you like (grapes)?* *Yes, I do.* *No, I don't.*	**fr**: **fr**ies, **fr**uit, **fr**iends, **fr**og **dr**: **dr**ink, **dr**aw, **dr**ess, **dr**um
Review 2	Revision of units 4-6		
Fiction reader		The Gingerbread Man	

The world around me

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Decision-making: Exercise is healthy **Collaboration and cooperation:** A team game; A poster about teamwork **Communication: Good listening;** Self-expression; non-verbal communication	**Respect for others**	**Preventative health:** Exercise is healthy	**Math:** Learn to count with Busy Bee! **Science:** Exercise is healthy
Self-management: Talking about your day; recognizing the importance of good time keeping	**Respect for rules**	**Citizenship:** Awareness of rights and duties	**Science:** The planets in the solar system
Critical thinking: Observation: Hard and soft material **Collaboration:** Making a healthy lunch	**Curiosity**	**Preventative health:** Healthy and unhealthy food	**Geography:** Places in town **Science:** Hard and soft materials
Communication **Self management**			
Communication **Problem solving** **Creativity**			



Introduction

Welcome to *Connect* Primary 2. This new primary English course uses the latest methodological techniques for young learners and establishes a solid foundation on which students can build their English language knowledge. The course creates an enjoyable and engaging environment full of fun, engaging activities, in which to encourage the students' language development.

Aims of the course

Connect aims to give Primary students the tools they need to develop their knowledge and use of English, and to increase their grasp of both the spoken and the written language, including basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The course also caters for the increasing English language needs of language school students who are studying multidisciplinary themes in English. The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egypt Vision 2030. It has been carefully designed to support whole child development: it not only supports the language development of the child, but also attends to their physical, cognitive and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects to create a comprehensive, successful learning experience.

The units are divided into four main themes (*Who am I?*, *The world around me*, *How the world works*, *Communication*), encouraging the students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

The context of *Connect* Primary 2 reflects the children's environment, so the topics draw on their knowledge and subsequently challenge them to discover more about the world through English. Topics in *Connect* Primary 2 include family, my body, school, sports, daily routines and healthy eating habits.

The main characters

Hany and Hana are the main child characters. They are a brother and sister who live with their immediate family. They are also in Primary 1 and have two close friends, Amira and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.

Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She is represented throughout the course in the activity icons, which clearly show students the activity type alongside each rubric.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has six main units plus two review units.

Each unit has an appropriate topic for young children. The lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration
- listening and speaking practice of the target language of the unit, presented in clear contexts
- phonics presentation and practice, including listening, speaking and writing tasks
- deeper exploration of values, life skills or issues
- integrated content from other curriculum areas, such as Art, Science, Social Studies and Math
- a song to practice target vocabulary and language
- a project in which students complete a craft project and present it using the unit vocabulary
- a *Show and tell* activity
- a unit review section

The review units, which appear after each group of three units, are designed to practice and consolidate the language students have learned so far. The revision units are also an extremely useful progress check for both teachers and students, facilitating both assessment by the teacher and self-assessment by the student. Each revision unit has two lessons.



Audio material

The Egyptian Knowledge Bank (EKB) includes all the recorded material with age-appropriate songs and stories, which have been carefully written and produced for the age group included. It is an invaluable resource and should be used as directed in the Teacher's Guide in every unit. The recorded material provides not only an accurate model of the language for the students but also a useful teaching tool, enabling you to vary the activities and pace of the lessons.

Teacher's Guide

A full-color Teacher's Guide with every page of the Student's Book and the Activity Book inset with the accompanying notes, this comprehensive guide provides detailed lesson plans on how to teach all activities, along with suggested key teacher language. It aims to help you to get the most out of the materials you have both on the page and on the CD. Audioscripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested *Opener* activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. The activities outlined in the teaching notes can be adapted to suit students who are more confident and who are making rapid progress, or those students needing more practice and revision. There are *Fast finishers* activities and practice game suggestions at the end of each lesson.

The Teacher's Guide also provides suggestions for successful classroom management. Young Learners have limited concentration spans and particular needs. It is therefore important to vary your teaching approach to enable each individual student to participate, as well as to use group work, pair work and class work effectively.

The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure students are confident before moving on. This approach supports the assessment of students' progress on an ongoing basis.

Posters

There is a poster for each thematic unit, which illustrates all the main vocabulary on one large single image. The posters can be used to present and review vocabulary.

Flash cards

To facilitate learning, flash cards are provided for all the key vocabulary in each unit. They can be used during the *Opener* activity in each lesson to present or revise language and can also be used during pair activities, role-plays and memory games. The list of flash cards necessary for each lesson is indicated in the materials section of the lesson box.

Phonics cards

Phonics cards are provided for each of the phonic sounds presented on the course. These are full-color cards with the sound, a picture and the word of a key vocabulary item which represents this sound, for example the letter **b** with a picture of a book. They can be used as visual reinforcement to revise key sounds in matching activities and in memory or guessing games.

Digital toolbox

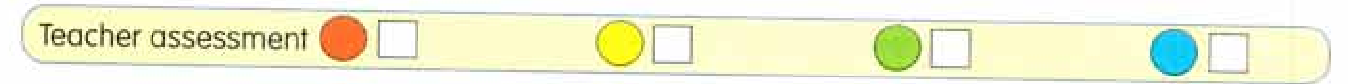
Digital resources include videos of songs and stories, as well as additional factual material to support the topics in the Student's Book. Using digital materials in your lessons, alongside printed materials and realia, helps to give more variety for students. This is particularly important for Young Learners, who have short attention spans.



Teacher Assessment

Connect has no formal assessment. This is deliberate so that students focus on enjoying English and can learn without the pressure of tests.

At the end of each unit, there is a **Teacher Assessment**, which allows you to keep track of your students' progress. This should be used to inform how you structure your lessons. Look out for problem areas that students need to practice more. You can then make sure that you revise this language in future lessons.



To complete the assessment, take in the books at the end of the lesson. Look at the students' own assessment of their progress in the *Self Assessment* activity. Check that you agree with their own assessment and then allocate your own mark on their progress.

For your own records, give students a grading for each skill based on the criteria below. Then, for each student, tick the correct colored circle in the Student's Book to represent their general progress in all the skills. You can follow the guidelines to give appropriate grades.

Make sure that students know that a tick next to a red or yellow circle is not a failure but is just a sign that they need to revise the language in this unit, and for you to improve or adapt your teaching technique.

For your own records, review the unit objectives and give each student a color according to the color coding delivered to your school.

If the student was able to achieve all of the unit objectives, and is able to express himself clearly, tick the blue circle.
If the student was able to achieve all of the unit objectives, tick the green circle.
If the student was able to achieve most of the unit objectives, tick the yellow circle.
If the student is struggling to achieve the unit objectives, and needs more support from you, as well as more practice, tick the red circle.

Closing

A closing section is included at the end of each lesson to help you check for understanding and to inform you about subsequent instructions. At some point, it will help you to emphasize key language and correct misunderstanding. Closings might take several forms; they can just be quick oral reviews to summarize what your students have learned or activities like role-plays, showing how your students' performance improved.



How to use the course

Unit walkthrough

Each unit consists of 6 lessons and 2 Play time pages. A lesson consists of two pages in the Student's Book. Each lesson has a particular focus.

Unit opening lesson

The lesson works towards the children using language to express themselves.

The unit topic is introduced through a fun and realistic dialog.



Students listen to the new words and see clear pictures of them to help their understanding. The words are written under the pictures to help students become accustomed to reading the new words.

The language in each lesson is clearly presented to teachers and parents in the footer.

The activities are clearly shown to the students with the fun icons of Busy Bee.

The artwork is bright and colorful with lots of details for students to find and discuss.



Introduction

Vocabulary



Vocabulary is presented and practiced in a variety of ways so that the students enjoy learning. In this lesson, extra vocabulary practice is introduced with a song.

Life skills, values and issues



Life skills, Values and Issues are integrated throughout the course, but there are also particular lessons which focus on an issue, a value or a life skill that is related to the unit topic. This lesson is about helping family so the students are encouraged to help others.

The topics of the Life skills, Values and Issues pages are carefully chosen to present goals that students can achieve for themselves.

Listening and speaking / Reading and writing



This lesson shows how to practice all four language skills and gain confidence to listen, speak, read and write in English.

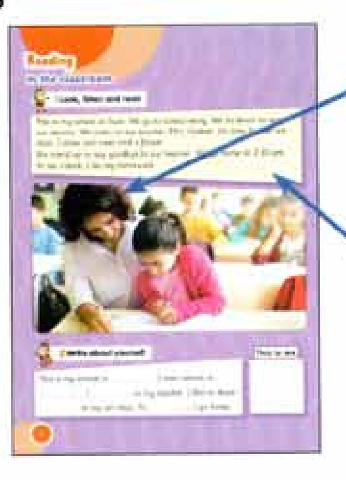


Vocabulary



Vocabulary is practiced in fun activities such as a word search.

Reading



Photographs show scenes that will be familiar to the students and which they can relate to their own lives.

Reading passages are carefully graded and include familiar vocabulary so students can gradually build up their confidence to read longer texts.

Longer texts like this one are also recorded on the audio, so students can listen and read. This is an excellent way to improve pronunciation.

Cross-curricular content / Speaking



Content from other areas of the curriculum, including: Math, Science, Social Studies, Art and Music, is integrated throughout the course.

In this lesson students learn to read and analyze a basic bar chart.



Phonics / Handwriting

Students listen to the phonics on the EKB, which presents the target sounds and words. They listen and repeat the sounds.

The letter sounds are presented within words that are known or simple and common so that students can link a new concept to familiar words and objects.



Students are encouraged to listen and understand how words are formed by blending sounds. They then move on to blending sounds and forming the words themselves.

Listening and speaking / Cross-curricular content



Further Math and Science practice is introduced here, as students count the number of legs on animals.

In this task, the students learn about the human and animal life stages.



Story



Students read the newly learned vocabulary in the context of a story. This way, students learn through fun and interesting activities.

The reading texts are accompanied by bright, colorful photos which help with understanding.

Project

Every unit includes a project. This project consolidates the language of the unit, and provides a tool for teachers to assess the students' progress in both the language and the target life skills, values and issues.



Both creativity and working in groups are important elements of the Primary 2 curriculum. Students should work together, sharing resources and cooperating with each other.

Full guidance on how to complete the project is given in the Teacher's Guide.

After completing the project, the students show their creation to the class or their group.



Self Assessment



Every unit ends with a Self Assessment This revises the language that the students have learned in the unit. The Teacher's Guide suggests fun extension activities to give extra practice in any areas that need revision.

After students complete the unit, they need to think or reflect on their own performance in the areas of language skills, life skills, etc. In this way, students develop a sense of self-dependence and self-management. Students are to read the sentences in each row, and think of which level describes their performance. They then color the stars that they think best describe their work. Help students understand that this is for their own record to guide them in their own development. Students are asked to read the sentences, but students can also ask for the teacher's help to read, or ask for their shoulder partner's help to read.



The emphasis of the course is always to have fun using English as a communication tool, so lessons include plenty of speaking activities, games and puzzles.

These pages are extra material designed for students to work independently. They revise known language so can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages and are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.

The children are working more independently on these pages, so they also have a chance to develop problem solving skills.



Introduction

The communicative approach

Listening and speaking are vital language skills for communicative competence and *Connect* Primary 2 offers an interesting and varied range of activities for you to present to your students. The course presents new structures and vocabulary gradually in class, group and pair work through the context of unit topics, short narratives, interactive activities and songs and games until they become a part of the students' active repertoire.

For Primary 2, the language and topics of the course remain close to the world of the student, only gradually moving out into the world beyond, and returning regularly to familiar territory. In this way, the students' learning feels relevant and personal to them and about them. The course has also been designed to complement the rest of the curriculum for Primary 2, so that vocabulary and topics are familiar.

The new structures and vocabulary introduced throughout the book are continually recycled, and detailed notes in this Teacher's Guide encourage you to use a variety of teaching methods when presenting new language. Different ways of setting up group work, pair work and whole class activities are all explained in the Teacher's Guide to ensure that students remain active and interested learners of English and to facilitate self-assessment by students to monitor their continued progress.

The syllabus both develops and consolidates the skills of reading and writing. Throughout this course, short texts serve as models which are used for comprehension and writing.

The communicative approach exposes the students to a range of structures used in English, helping them to engage with meanings in English and encouraging enjoyment in using the language. It enables the teacher to set up learning activities in the classroom and provides useful classroom routines to assist the students' learning. Through the communicative approach your students will be encouraged to become active and enthusiastic learners of English.

The role of the teacher

In the communicative classroom, you have many roles:

1. **Instructor:** You introduce new language, give instructions to students, and decide what language and activities need to be practiced.
2. **Manager:** You organize the classroom in order to fulfil the different activity requirements. This may involve organizing students to work in pairs or groups (see detailed notes below).
3. **Advisor:** When students are working in pairs or groups, you move from group to group to monitor progress, help individual students with unknown words or difficulties in understanding the activity, or correcting mistakes.
4. **Personal tutor:** You need to identify individual students' areas of difficulty and find ways of helping them.

Preparation for teaching

Each lesson contains suggestions to help you to prepare adequately. The relevant Student's Book pages are always given at the beginning of the teaching notes and any further resources required for the lesson are listed. Always prepare by reading through the lesson notes before the lesson, making or collecting any additional resources required, so that you are fully equipped and ready to teach the lesson. You will also need to prepare listening activities involving the CD in advance.

Teaching reading and writing skills

This course has been carefully designed to support both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogs.

The development of age-appropriate writing skills is also carefully introduced. Attention is given to the correct seated position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their



thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly – make sure students don't grip the pencil too tightly.

Students are asked to trace and copy words and short phrases at first. As they build confidence and skills, they will begin to write short sentences. In the same way, reading passages gradually become longer throughout the book, so that students develop their abilities.

Encourage children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

Teaching phonics

The teaching of phonics plays an important role in developing literacy. An awareness of phonics facilitates the students' ability to discriminate between similar sounds and so develops their listening skills. In addition, learning language through phonics has been shown to develop students' spelling and consequently their writing skills, too.

Connect Primary 2 introduces students to the basic sounds of the language through a phonic approach. The students are presented with simple consonant and vowel clusters, to build upon their knowledge of the phonic sounds of each of the letters of the alphabet. They identify the sounds in different words through lively listening activities, and then blend the letters and digraphs to spell simple words. They also practice blending and writing words through carefully graded activities.

Teaching CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English.

In this course, the CLIL area is closely related to the theme of the unit and story content, in which areas such as Math, Art, Science and Social Studies are covered. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic. In some cases, a whole lesson is based on a related CLIL topic, and in other cases, the other topic forms a part of the lesson.

Teaching Life skills

Children in Primary 2 are developing and building on the life skills of primary 1 and Kindergarten. These include a wide variety of essential life skills. The curriculum framework divides Life skills into four learning dimensions:

- Coexistence skills – participation, empathy and respect of diversity. In *Connect* Primary 2, skills introduced for this dimension include participation (helping others), and respect of diversity.
- Self skills – self-management, accountability, communication, resilience. In *Connect* Primary 2, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress. These skills are reinforced by activities such as role-plays.
- Job skills – sharing, decision making, negotiation, productivity. In *Connect* Primary 2, skills introduced for this dimension include respecting others, doing your work well and respecting rules.
- Scientific skills – critical thinking, creative thinking, problem solving. In *Connect* Primary 2, skills introduced for this dimension include problem solving, and creative thinking in project and presentation tasks. Stories, puzzles, and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by current thinking skill trends in early years education. While learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information in addition to creating their own work. Within the materials as a whole, the students actively contribute to their own cognitive development, which helps to create confident, smart early thinkers.



Teaching values

Values education is the teaching of values such as kindness, cooperation and independence. These values help to create good citizens and are very important development steps for children of this age.
Students are introduced to the ideas of good coexistence values by being exposed to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and a song. Through these they are guided toward behaviors such as kindness, consideration, cooperation, politeness and respect, helpfulness and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary and urgent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are:

- Non-discrimination issues
- Citizenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy diet in Unit 6. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It is a process that can boost language learning. It is inclusive, fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as *stand up*, *sit down*, *clap your hands* and *open your books* are some of the common instructions which could be used.
TPR is also used to react to the content of songs in miming activities and guessing games.

Using craft in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine-motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.
The projects on this course have been selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.
A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage.
Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

Using the Games bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.
All the games are explained in the Games bank at the end of the book. The games practice motor skills, vocabulary and phonic sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games and they can be adapted to suit the needs of any class.



Characteristics of Young Learners

Very young children by nature are very inquisitive, active learners. They need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching Young Learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot is of great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with flash cards and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Ongoing assessment

It is most important for you to be aware of your students' progress throughout the year in order to stretch the more able students and keep them interested, and to encourage and give extra practice to any students who may be having difficulties.
The Closing activity suggested in the Teacher's Guide at the end of each lesson draws on and practices the material covered in the lesson, so the students' performance can serve as an indicator of their progress.
Any common problems students are experiencing should become the focus for the next lesson. For example, if students are frequently using a wrong spelling or pronunciation, focus on this in the next lesson. Individual difficulties can be dealt with by talking to the student, or by setting individual exercises which may help to improve the student's confidence. Always talk positively to students, even about their errors, to build confidence and show that we can learn through making mistakes.
Also, be aware that the students will have different skills. Reading and writing skills are more difficult for some students to master than for others. Similarly, some shy students who are reluctant to speak may be very good at reading and writing. They should all be encouraged and praised for their efforts in every skill.

Classroom management

Working in whole class, pairs and groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom:

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Ask simple questions as revision, e.g. *What day is it? Is it sunny today? How old are you? What's your favorite toy?* Take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson.





Table time

Color-code tables and ensure that when the children move from one stage of the class to another that they do it group by group and not altogether. Ensure that the tables are uncluttered with only the materials necessary for the activity to hand.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say goodbye to you in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!
Let's sit down!
Let's be quiet!
It's time for a story!
Stand up, please.
Go to your table.
Open your books.
Close your books.
Tidy up, please.
Stand in a line.

I hope you enjoy using this innovative, new course that has been lovingly written and designed to create a memorable and purposeful language-learning experience.

Let's remember

LESSON 1 SB pages vi-vii

Objectives:	To welcome students to their new English class To introduce students to their course books and the course characters To learn to greet your teacher and friends To learn to introduce yourself and ask others their names To ask about someone else's name To read a simple conversation
Vocabulary:	*Busy Bee, Miss Mona, Hany, Hana, Amira, Youssef; hello, goodbye, good morning*
Language:	*Hello, what's your name?* *Hello, I'm (Busy Bee).* *Hello, I'm Youssef. Hana, Hany and Amira are my friends.* *I'm Hany. Hana is my sister.* *Good morning children! I'm Miss Mona. I'm your teacher.* *Good morning Miss Mona!*
Materials:	Student's Book pages vi and vii Class CD Flash cards: colors Coloring pencils or crayons and paper

Opener

- Welcome children with a smile. Make sure they know where to sit.

Presentation

1 Smile at students and welcome them to the class by saying *Hello*.
2 Encourage them to respond *Hello*.
3 Now say *Hello* to different students and encourage the response, *Hello*.
4 Wave and say *Hello* to the class.

STUDENT'S BOOK page vi

1 Listen and match

1 Say *Open your books*. Hold your copy up, open at pages vi–vii. Repeat until all students have their books open at the right place.
2 Make sure all students can see when you use your book with the class – walk around the room if necessary.
3 Point to Miss Mona. Say *Miss Mona* and encourage students to repeat. Repeat for Hany, Hana, Youssef, Amira and Busy Bee.
4 Point to a character and ask *Who is this? Is it Busy Bee? Is she Miss Mona? Is she Hana?* Students say each name.



5 Cup your hand behind your ear and say *Listen*.
6 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak. Encourage students to read as they listen.
7 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time. Ask students to point to the character and hold up their books to show you.
8 Show students the name labels and the speech bubbles and repeat them clearly. Now play the CD again and ask students to match each picture to the name of the person speaking. Ask students to hold up books to show you to check understanding quickly.
9 Check answers as a class.

Audioscript

Narrator 1:	*One.*
Narrator 2:	*What's your name?*
Busy Bee:	*Hello! I'm Busy Bee.*
Narrator 1:	*Two.*
Narrator 2:	*Hello. What's your name?*
Hana:	*Hello! I'm Hana.*
Narrator 1:	*Three.*
Narrator 2:	*Hello. What's your name?*
Hany:	*I'm Hany. Hana is my sister.*
Narrator 1:	*Four.*
Narrator 2:	*Hello. What's your name?*
Amira:	*Hello! I'm Amira. Hana is my friend.*

Let's remember



Audioscript

Narrator 1:	*Five.*
Narrator 2:	*Hello. What's your name?*
Youssef:	*Hello! I'm Youssef. Hana, Hany and Amira are my friends.*
Narrator 1:	*Six.*
Miss Mona:	*Good morning children! I'm Miss Mona. I'm your teacher.*
Characters:	*Good morning Miss Mona!*

Answers:

2 Hana   3 Hany   4 Amira   5 Youssef   6 Miss Mona

Extra practice

- Introduce yourself by saying *Good morning children. I'm Miss/Mr (name). I'm your teacher.* Students respond *Good morning, Miss/Mr (name).*
- Speak directly to individual students and encourage *Hello, I'm (name)* in response. Also get students to introduce their partners.
- Play a game. Get students to 'Meet and Greet', going around the class and trying to make sure they speak to everyone in the class, introducing another classmate if they can. Let confident students show the others what to do. Mingle and help as necessary, but don't correct pronunciation at this stage.

Example:

Student 1: *Hello, what's your name?*
Student 2: *Hello, I'm (name).*
Student 1: *I'm (name).*

- Repeat the dialog with each student. Let them choose which character to be. Building confidence and a willingness to speak is more important than students' pronunciation at this stage.

2 Ask and answer

1 Point to the first speech bubble. Encourage the class to read it out loud together. Repeat the procedure with the rest of the conversation.
2 Put students into groups of two and practice the short dialog in the speech bubble. Use the dialog as a basis to check recall and understanding and get pairs to go through all the characters asking and answering, taking it in turns. Remind students about the difference between *he* and *she*, and check that they are using these words correctly.
3 Put students into pairs to practice with all the pictures. Monitor and check all are on task and taking turns.
4 Ask some confident students to demonstrate the whole conversation to the class.

STUDENT'S BOOK page vii

1 Read and trace

1 Help students to find page vii.
2 Go through color flash cards and remind students of colors.
3 If you have sets of flash cards, put students in groups of four or five and play *Color snap* (Games bank, page 106). If students are confident with colors, you can add the color names to the game.
4 Point to the first sentence and read it to the class. Students listen and point. Show a color word flash card to elicit black.
5 Show students how to trace with a finger, then with a pencil.
6 Ask students to check in pairs.

2 Match and color

1 Show students how to match the sentence to the correct picture, like the matched example.
2 Continue in the same way with the other sentences.
3 When all six sentences and pictures are correctly matched, let students color the pictures.
4 Go around the class and monitor as they work.

Answers:

2 – b   3 – f   4 – d   5 – a   6 – e




Fast finishers

- Students can work in pairs to point to their pictures and say what each one shows.

Closing

- Remind students about what they have learned so far. Praise their achievements.
- Work with students to elicit *We can say hello to our friends. We know Hany, Hana, Miss Mona, Busy Bee, Amira and Youssef. We can talk about colors. Next, we will learn about numbers, the body and clothes.*

Let's remember

LESSON 2 pages viii-ix

Objectives:	To revise numbers 1-10 To talk about what you can see To talk about parts of the body To describe clothes using singular and plural forms
Vocabulary:	*numbers 1-10, ear, eye, hair, mouth, nose, pants, shoes, shirt*
Language:	*I can see six bicycles.* *This is my eye.* *These are my black shoes.*
Materials:	Student's Book pages viii and ix Class CD Flash cards: numbers 1-10, orange, apple, elephant, tree, ball, bicycle Optional flash cards: ear, eye, hair, mouth, nose, pants, shoes, shirt Coloring pencils or crayons and paper

Opener

- Welcome children with a smile. Make sure they know where to sit.
- Smile at students and welcome them to the class by saying *Hello*.
- Encourage them to respond *Hello*.
- Now say *Hello* to different students and encourage the response *Hello*.
- Wave and say *Hello* to the class.

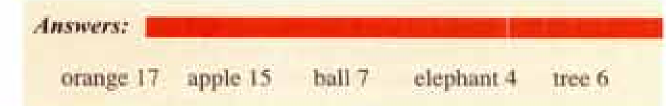
Presentation

1 Use flash cards to review numbers 1-10.
2 Hold up the flash cards and say the number twice. Then hold up the flash cards and let students tell you the number.
3 Use flash cards to review the other things in the pictures – oranges, apples, elephants, trees, balls, bicycles.
4 Revise how to write numbers 1-10, first using a finger and air writing, and then with a pencil.

STUDENT'S BOOK page viii

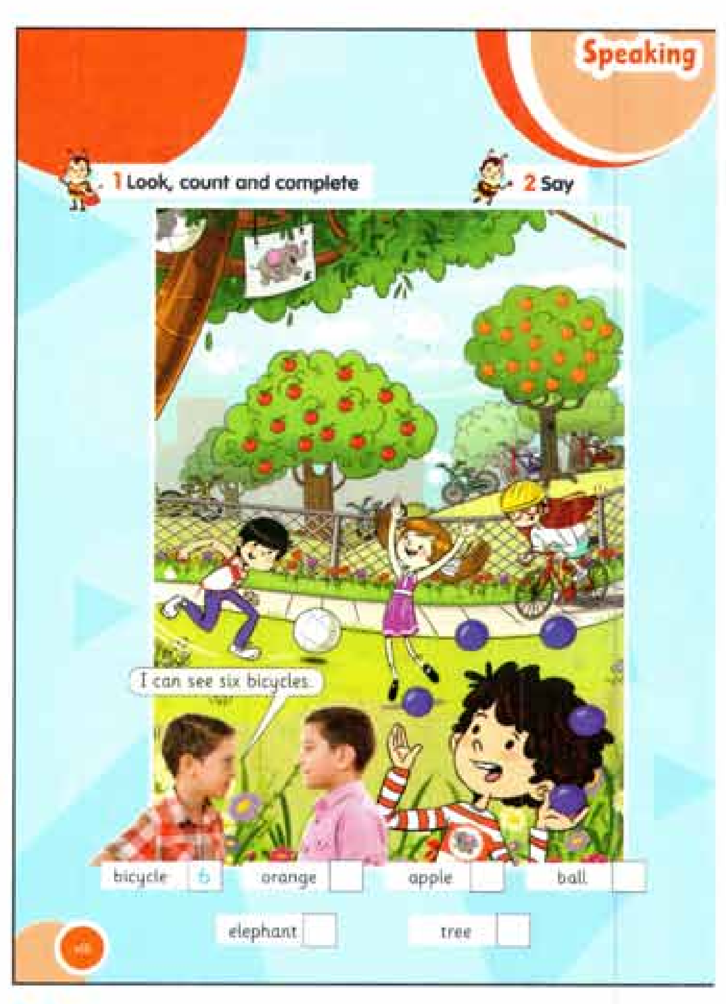
1 Look, count and complete

1 Help students to find page viii.
2 Point to the items on the page and elicit *apples, oranges, elephants*, etc.
3 Count the bicycles with the class as an example.
4 Monitor and help as needed with number writing.
5 Students continue in the same way for the other items.
6 Check answers as a class.



Answers:

orange 17 apple 15 ball 7 elephant 4 tree 6



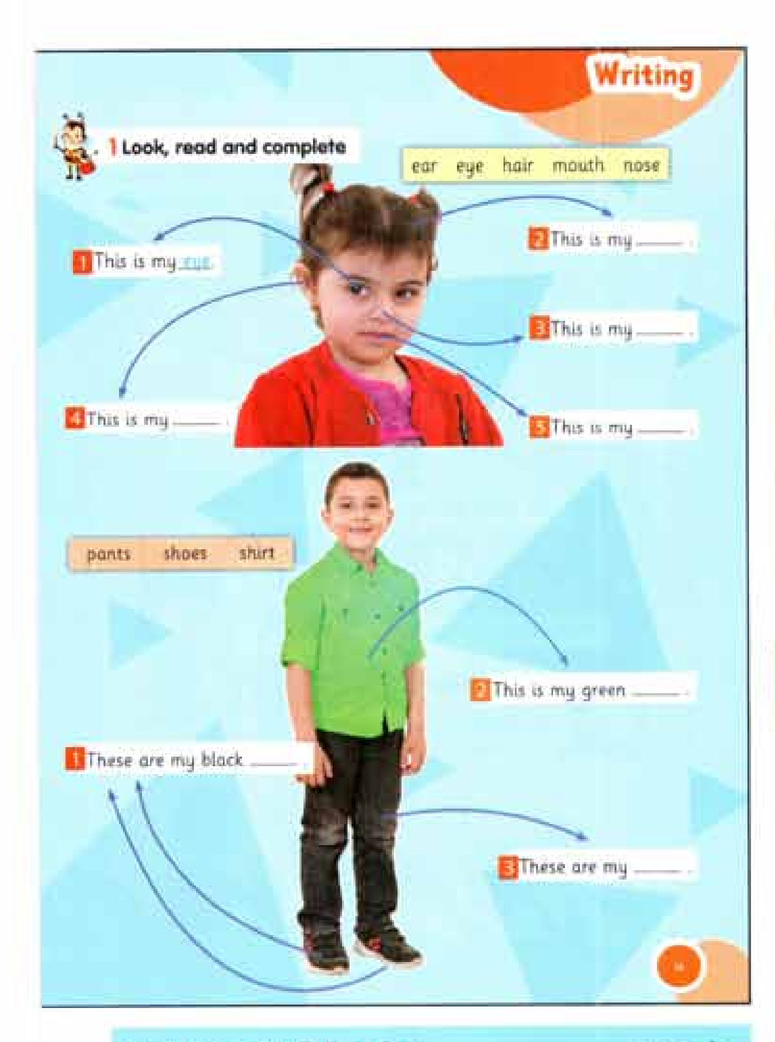
2 Say

1 Ask *What can you see?* Say *I can see six bicycles, I can see seven balls*.
2 Put students in pairs and get them to find two things they can say *I can see….*
3 Go around the class and compare answers. Many will be the same items but this is fine – the pairs have come up with the language independently so the main thing is using the language usefully and confidently. Praise all efforts.

Extra practice

❑ Point to known items in the classroom and practice counting them and saying *I can see…* . Encourage students to count objects and to put up their hands to tell you what they can see.





STUDENT'S BOOK page ix

1 Look, read and complete

1. Review parts of the face by pointing to your own face or using flash cards. Say each part – *eye/ear/hair/mouth/nose* several times clearly.
2. Get students to point to their own faces as you say the words. Check all are participating and understand.
3. Once all can do this, ask students to say the words and point to their own faces.
4. Now, call out facial features and vary the pace, fast and slow and get students to point to the correct facial feature.
5. Play *Teacher says* (Games bank, page 107).
6. Help the students to find page ix.
7. Model air writing the facial words and then trace them with a finger on the page, getting students to copy you.
8. Ask students to copy the labels onto the correct line to label the girl's facial features.
9. Repeat these steps with the boy's clothes, using flash cards and/or student's own clothes if applicable.

Answers:

Girl:
2 hair
3 nose
4 ear
5 mouth
Boy:
1 shoes
2 shirt
3 pants

Fast finishers



- Ask students to draw a picture of their face and label it if they can. These can then be displayed and are good for reviews or a spare moment while settling the class or lining up.

Practice game

- Play *Color snap* (Games bank, page 106) to revise colors.

Closing

- Remind students about what they have learned so far. Praise their achievements.
- Elict *We can count to ten.*
  We can talk about what we can see.
  We can talk about our body and our clothes.
- Say *Next, we will learn about families.*

Unit 1

LESSON 1 pages 2-3

Objectives: To learn greetings and introductions

Vocabulary: *grandparents, grandma, grandpa, uncle, parents, children, cousins, good evening, glasses, wear, an orange skirt, a brown jacket*

Language: *These are.../This is...*

Materials: Student's Book pages 2 and 3
Class CD
Flash cards: family members and book characters
Family photos or drawings

STUDENT'S BOOK page 2

Opener

- Smile at students and welcome them to the class by saying *Hello*. Encourage them to respond with *Hello*.
- Now say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name).
- Say *Good morning* and encourage students to reply *Good morning Miss/Mr* (name).

Presentation

1. Look at the picture on page 2. Say the family members and reinforce this with flash cards.
2. Use your own family photo and a photo of friends. Model the language and say *This is my grandpa/These are my friends/These are my parents*, etc.
3. Then point to each person in the picture and say the greetings and the introductions. Get students to point in their books.

1 Look and listen

1. Hold up your Student's Book, open at pages 2-3, and say *Open your books*.
2. Ask students to look at the pictures and name any characters they recognize (*Mom, Dad, Grandpa, Youssef, Hany, Amira, Hana*).
3. Cup your hand behind your ear and say *Listen*.
4. Explain that you are going to play the audio and ask students to follow in their books as they listen. Play the audio and point to the characters as they speak and the greetings as they introduce other family members.
5. Play the audio again, sentence by sentence. Ask the students to repeat the words and point to the character who is speaking each time and who they are talking about.



Audioscript

Amira's grandpa:	*Good evening!*
Hana & Hany's parents:	*Good evening!*
Amira:	*This is my grandpa. These are my friends.*
Hany:	*This is my cousin. He is five years old.*
Hana:	*These are my parents.*

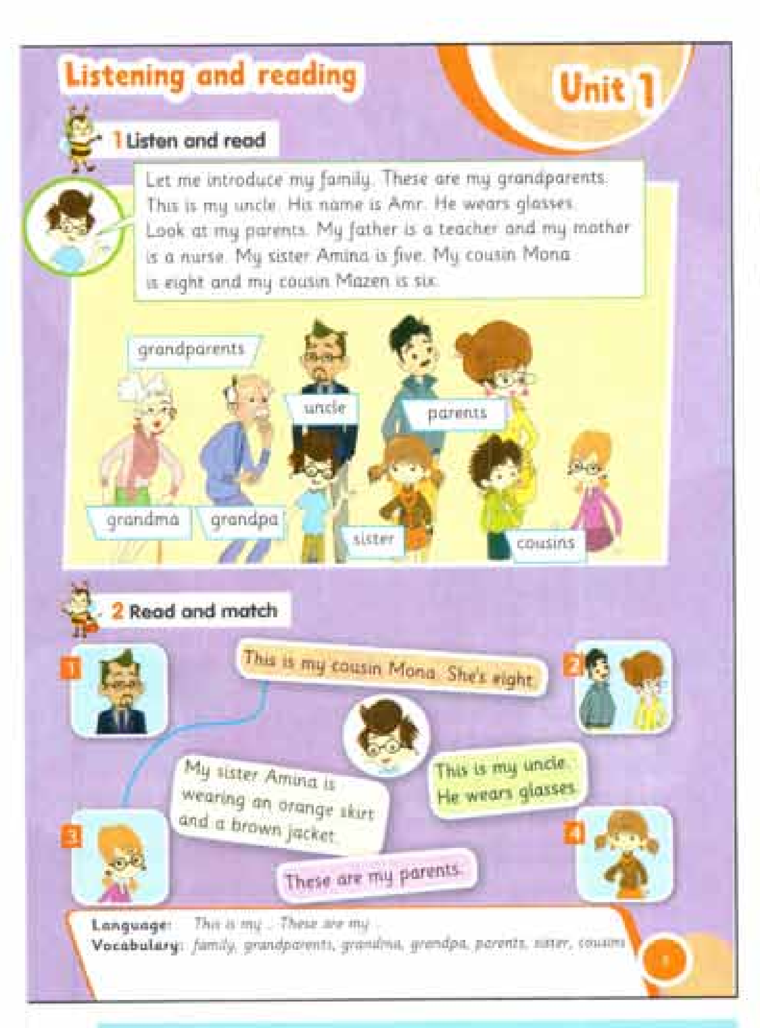
2 Read and role-play

1. Put students in groups of seven.
2. Ask students to read and act out the conversation in their groups. They should each read the lines and act the part of one character.
3. When they finish, they should swap roles and practice again.
4. Monitor and help as they work.

Extra practice

- If possible, ask students to bring in a family photo or draw a quick picture of their family. In pairs, introduce the family members in the picture. Then, swap and the partners tell the class or a smaller group about their partner's photo.





STUDENT'S BOOK page 3

1 Listen and read

1. Use flash cards to present *uncle*, *parents* and *children*.
2. Hold up your Student's Book and point to Exercise 1 on page 3.
3. Point to the first character and ask *Who's this?* to elicit *grandma*. Repeat the procedure with the rest of the family.
4. Cup your hand behind your ear and say *Listen*. Play the audio and demonstrate pointing to each person as they are named.
5. Play the CD again, line by line and ask students to point and read along with the audio.

Audioscript

Boy: *Let me introduce my family. These are my grandparents.*
This is my uncle. His name is Amr. He wears glasses. Look at my parents. My father is a teacher and my mother is a nurse. My sister Amina is five. My cousin Mona is eight and my cousin Mazen is six.

Extra practice

- ❑ Ask students questions about the family's names to test their understanding.
- ❑ Use the family flash cards to play *Snap* (Games bank, page 106). Make it more challenging by asking for the name/names of the family member or members as well when they call 'Snap'.

2 Read and match

1. Ask two students you know are friends to come to the front of the class. Put a hand on their shoulders and say *friends*. Get students to repeat several times. Then get the more confident one of the pair to say *This is my friend*.
2. Ask another friend to come to the front (to make a group of 3). Ask one of the group to say *These are my friends* and point to the other two. Students repeat.
3. Point to students and model the *This is my… /These are my…* for the class.
4. Ask *Friend – one or two?* Elicit: *One*.
   Friends? One or two/three, etc? Elicit: *Two or more*.
5. Say the answer several times for the student to repeat after you.
6. Point to the example and say *This is my cousin Mona. She's eight*. Ask students to follow and point as you read.
7. Ask students to look at the pictures and read the sentences to match them with the sentences.
8. Encourage students to check their answers in pairs. Go around and praise good work.

Answers:

1 This is my uncle. He wears glasses.
2 These are my parents.
4 My sister Amina is wearing an orange skirt and a brown jacket.

Extra practice

- ❑ Put the students into pairs and get them to find a friend and introduce him/her to their partner. Praise all their efforts.
- ❑ Extend this by finding a group of friends and moving around the classroom introducing them to as many other students as possible.

Closing

- Choose a confident student to come to the front. Bring first one friend then another pair and say *This is my friend* and *These are my friends*. Encourage other students to join in.
- Say *Next, we will talk about how to greet people during different times of the day.*



LESSON 2 pages 4-5

Objectives:	To review greetings and parts of the day To read and say parts of the day To sing a song To identify how the sun appears in the sky at different times of day
Vocabulary:	*Good morning, Good afternoon, Good evening, Good night*
CLIL:	Science: Parts of the day
Materials:	Student's Book pages 4 and 5 Class CD Flash cards: morning, night, afternoon, evening

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.

Presentation

1 Show flash cards of *morning* and *night*.
2 Write *Good morning* and *Good night* on the board.
3 Show flash cards of *afternoon* and *evening*.
4 Write *Good afternoon* and *Good evening* on the board.
5 Mix up the flash cards/pictures and get students to come and match them to the text and say the greeting.
6 Hold up the flash cards/pictures in a random order and get students to say the appropriate greeting.

STUDENT'S BOOK page 4

1 Read and say

1 Help students to find page 4.
2 Point to each of the frames of the story and elicit the different times of day.
3 Read the story together with the class.
4 Put them in groups of three to practice reading the story.

2 Listen, read and sing

1 Tell students that they are going to listen to a song.
2 Play the audio. Get students to point to the correct part of the song as they hear each greeting.
3 Play the song, two lines at a time, and get the students to mime an appropriate action. So stretching for *Good morning*, waving hello for *Good afternoon*, waving goodbye (from behind) for *Good evening* and putting head on hands (as if sleeping) for *Good night*.
4 Then, get students to sing and mime 2 lines at a time.
5 Play the song all together and get students to join in again.
6 Once they are confident, play the music only version so they can sing along. Remind them of the actions as this will help them remember the verses.



Audioscript

I say **good morning** *to my mom,*
And she says good morning to me.

I say **good afternoon** *to my grandpa,*
And he says good afternoon to me.

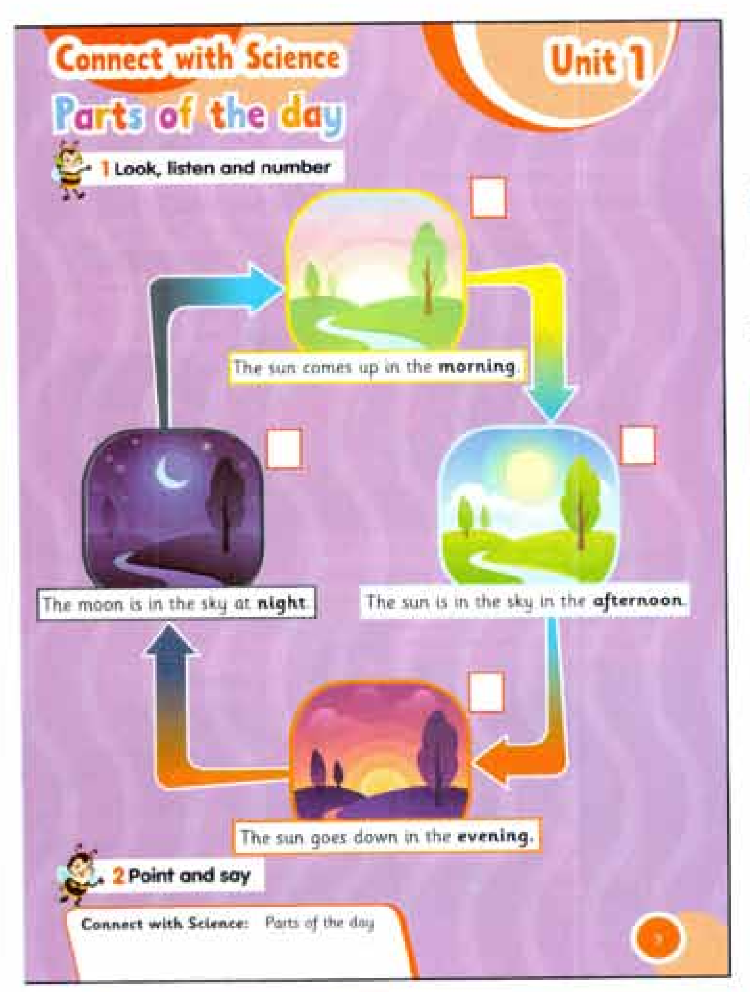
I say **good evening** *to my grandma,*
And she says good evening to me.

I say **good night** *to my dad,*
And he says good night to me.

Extra practice

❑ Point to each picture and ask the class to say the correct greeting.




Connect with Science

Unit 1

Parts of the day

1 Look, listen and number

The sun comes up in the **morning**.

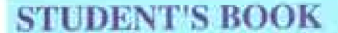
The moon is in the sky at **night**.

The sun is in the sky in the **afternoon**.

The sun goes down in the **evening**.

2 Point and say

Connect with Science: Parts of the day



STUDENT'S BOOK page 5

1  Look, listen and number

1 Get students to look at the pictures. Elicit times of day – *morning, afternoon, evening, night*.
2 Ask students to find the sun, the sky and the moon in the pictures.
3 Play the CD and tell students to listen for the part of the day.
4 Play again and get students to point to the correct pictures as they listen. Monitor and play again unless all are following.
5 Play again and ask students to number the pictures 1-4 according to the order they hear.
6 Monitor and check all have the correct order.

Audioscript

The sun comes up in the morning.
The sun is in the sky in the afternoon.
The sun goes down in the evening.
The moon is in the sky at night.

Answers:

1 the sun comes up in the morning.
2 The sun is in the sky in the afternoon.
3 The sun goes down in the evening.
4 The moon is in the sky at night.

2 Point and say

1 In pairs, get students to say a sentence and point to the correct picture. Take it in turns and then swap so pairs get to say all the sentences.
2 Monitor and help as needed.

Fast finishers

- In pairs, say a time of day e.g. *morning* and get the other student to point the correct picture and say the phrase. Then swap over.

Practice game

- Play *Mr. Fox* (Games bank, page 105).

Closing

- Encourage students to look outside and see where the sun is in the sky. Remind them not to look directly at the sun because this is dangerous for their eyes.
- Say *In our next lesson, we will talk about being good friends.*



LESSON 3 pages 6-7

Objectives:	To listen with attention to a story To look at pictures to get the gist of a story To read a short text with picture support To role-play the story to practice the language of the unit
Vocabulary:	*neighbors, parents, help*
Materials:	Student's Book pages 6 and 7 Flash cards: morning, night, afternoon, evening

Opener

- Greet each student as they come in and say *Good morning/ Good afternoon* and elicit a reply.
- Review greetings and times of day using the flash cards.
- Use confident students to review *This is my friend/These are my friends.*

Presentation

1 Present the new vocabulary (neighbors, parents, help) with photos or mime and practice the new words.

STUDENT'S BOOK pages 6-7

1 Look, listen and read

1 Help students to find page 6. Point at Exercise 1.
2 Ask students to look at the pictures and name any characters they recognize (*Hany, Mom, Dad, Hana*).
3 Cup your hand behind your ear and say *Listen.*
4 Explain that you are going to play the CD. Ask students to follow in their books as they listen. Play the audio and point to the characters and new vocabulary (neighbors/parents) as they speak.
5 Play the CD again, frame by frame. Ask students to repeat the words and point to the character who is speaking each time. Do this several times.

Audioscript

Narrator:	*One* *Hany and Hana have new neighbors.*
Rana:	*Good morning! I'm Rana.*
Ramy:	*I'm Ramy. These are my parents.* *This is my sister.*
Hana:	*I'm Hana. This is my brother, Hany.*
Narrator:	*Two* *Hany and Hana want to play with Ramy and Rana.*
Hany:	*Come and play this afternoon.*
Ramy:	*I can't. I have to help my parents.*
Hany:	*We can help.*



Audioscript

Narrator:	*Three* *Hany helps Ramy.*
Hany:	*Finished!*
Ramy:	*Thank you. Let's play!*
Narrator:	*Four* *The families are now friends.*
Daddy and Man 1:	*Good evening!*
Ramy:	*These are my new friends, Hany and Hana.*
Hana:	*These are my new friends.*





2 Role-play

1 Put students in groups of 6 and choose a student to be the narrator.
2 Play the audio so students can see what to do and where to stand (without saying the lines yet). Monitor and make sure everyone knows what to do.
3 Play the audio and students follow it and play their parts.
4 Tell them to take turns to be the different characters and say the different words.
5 Go around and monitor the groups as they work, encouraging and helping them as necessary.
6 Let the groups practice, then let those who want to perform for the rest of the class come to the front and perform. Praise all efforts with *Well done!*

Closing

- Say *In our next lesson, we will learn about the letter sound /f/.*



LESSON 4 pages 8-9

Objectives:	To use the letter sound /tʃ/ in words To find words with the /tʃ/sound To trace and copy the /tʃ/ digraph To revise the /i/ sound To count syllables in words
Vocabulary:	*children, chicken, chips, beach*
Materials:	Student's Book pages 8 and 9 Class CD Phonics cards: ch, children, chicken, chips, beach

Opener

- Wave and say *Good morning* or *Good afternoon* to the class. Encourage the class to respond.
- Play *Guess who?* (Games bank, page 105) with people from the Student's Book, including the recent vocabulary e.g *parents*.
- Split the class into two teams. Challenge the winners to draw or write (giving only a couple of letters, the other team have to guess the rest to get a point) some Guess who pictures/ names for the other team to guess. Praise all efforts.

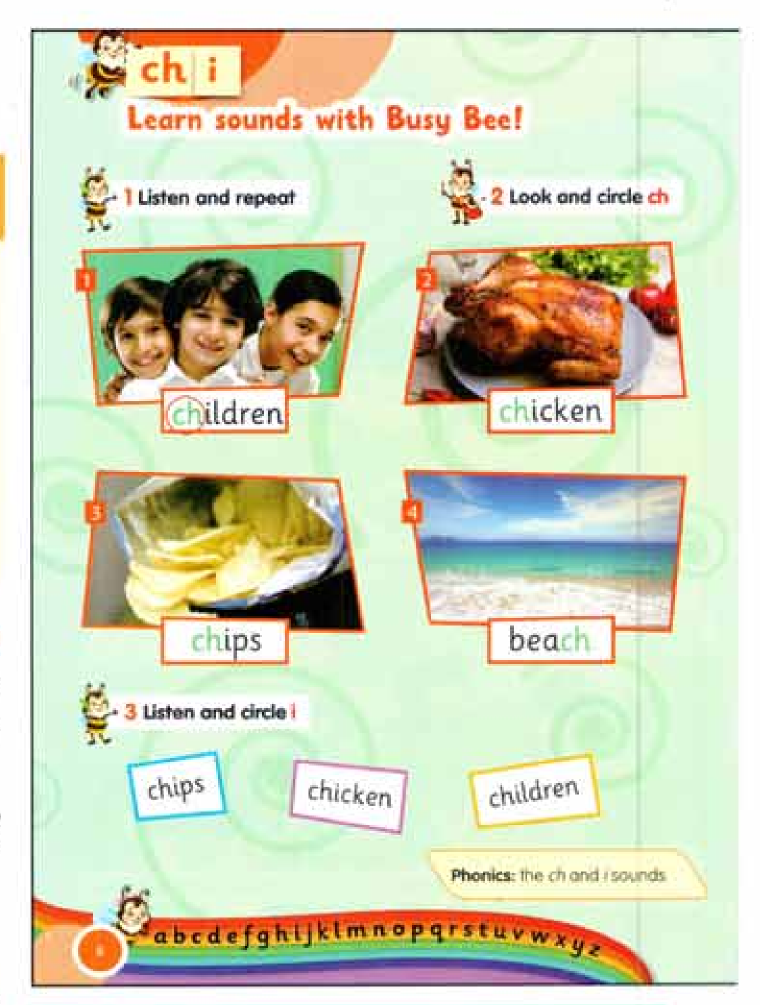
Presentation – the letter sound /tʃ/

1. Show a flash card of a chicken. Ask what sound it starts with (/tʃ/).
2. Write the ch digraph on the board.
3. Point and say /tʃ/. Students repeat the sound /tʃ/ with you.
4. Hold up a flash card of chips. Ask what sound it starts with and elicit /tʃ/.
5. Point to the letter and the flash card, saying /tʃ/ *chips*. Ask students to repeat.
6. Hold up a flash card of children (or make an inclusive gesture to include the whole class (of children).
7. Point to the ch on the board and elicit *children*.
8. Repeat the procedure for the /i/ sound.

STUDENT'S BOOK page 8

1  Listen and repeat

1. Help students to find page 8.
2. Tell the class that they are going to listen to the sounds and the words to repeat them.
3. Play the audio and encourage students to point to each picture as they hear the word.
4. Play the audio again, pausing after each word and encouraging students to repeat the digraph sound and the word. Correct any pronunciation issues.



Audioscript

*/tʃ/, /tʃ/ **ch**ildren*
*/tʃ/, /tʃ/ **ch**icken*
*/tʃ/, /tʃ/ **ch**ips*
*/tʃ/, /tʃ/ bea**ch***

2 Look and circle ch

1. Tell students to look at the Exercise 1 pictures again and say the words.
2. Put them into pairs to read each word and circle *ch*.
3. Go around the classroom as they work to monitor and help as necessary.

3 Listen and circle i

1. Write the letter *i* on the board. Elicit the correct sound pronunciation from the class.
2. Practice air writing the letter with the class while saying /i/.
3. Tell the class that they are going to listen to the words.
4. Play the audio and encourage students to point to each word as they hear it.
5. Explain that they will listen again and circle the letter *i* when they hear the /i/ sound.
6. Play the audio again, pausing to allow students to circle the letters.
7. Put them into pairs to check their answers.





Audioscript

chips
chicken
children

STUDENT'S BOOK page 9

1 Look and write

1. Help students to find page 9.
2. Point to the picture of the children and say *What's this?* Elicit *children*.
3. Go through the other /tʃ/ words in the word boxes. Say them and get students to point to the pictures. Monitor to make sure they are doing well.
4. Now say the words again and get students to point to the words in the word boxes.
5. Tell students they are going to match the words and pictures and then write them.
6. Monitor and help as needed. Make sure all have correctly matched the words and pictures. Give praise to encourage other students to share.

Answers:

2 beach 3 chicken 4 chips

2 Say

1. Put students into pairs to practice pointing to each picture and saying the word.
2. Go around the room to monitor and help as they work.
3. Check answers as a class. Praise all correct pronunciation.

3 Read and sort

1. Tell students to look at the Exercise 1 pictures again. Say the words, but this time with a rhythm that makes the number of syllables easy to count.
2. Go through all the words and pause after each one to say *One syllable* or *two syllables?*
3. Put students in pairs and ask them to say the words and decide if they are one or two syllables.
4. They can then fill in the table. Monitor and check all have done this correctly.

Answers:

One syllable: chips, beach
Two syllables: children, chicken

4 Sing

1. Play the song through and let students listen. If they can point to the words as they listen then that's great, but this will be the next step.
2. Ask students to listen and point as they hear the words. Do it with them the first time. Then play again and get students to point to the words and say them with the song.
3. Now get students to join in with the song, one verse at a time. Repeat a verse and point to the words if any students are struggling.
4. Now play the song through with just the music and get students to join in and sing. Prompt as needed and repeat.

Audioscript

Chicken and chips,
Chicken and chips,
I like to eat chicken and chips!

Children on the beach,
Children on the beach,
Let's all play
With the children on the beach!

Practice game

- Play *Snap* (Games bank, page 106) with flash cards and /tʃ/ and /i/ words.

Closing

- Say *Well done. You learned about* ch *and* i. You also learned how to read and write these letter sounds in words.
- *Next, we will learn about helping at home and at school.*



LESSON 5 pages 10-11

Objectives:	To talk about helping at home and at school To revise numerals 1 to 20 To learn how to read a basic bar chart
Vocabulary:	*make my bed, tidy, clean, wash the dishes*
Life skills:	Empathy
Materials:	Student's Book pages 10 and 11 Class CD Sets of twenty classroom items (to practice counting) Optional: paper for the *Extra practice* task

Opener

- Wave and say *Good morning* or *Good afternoon* to the class. Encourage the class to respond.
- Review the times of day by looking back at page 5 and playing the audio.

Presentation

1 Revise greetings at different parts of the day. You can use flash cards or you can mime different actions you do at different parts of the day and elicit suitable greetings: For example, mime "getting up" and say *Good morning*, etc.

STUDENT'S BOOK page 10

1 Listen and read

1 Hold up your book. Point to Exercise 1 on page 10.
2 Ask students to look at the pictures. Ask *What are the children doing?* Elicit *helping*. Ask if the students help at home. What do they do?
3 Tell them they are going to listen to children who help at home.
4 Play the CD. Get students to listen through and then listen and point to the pictures and then the text as they listen. Monitor and make sure all are on task.

Audioscript

1 I help my family in the morning. I make my bed.
2 I help my teacher at school. I tidy the classroom.
3 I help my family in the afternoon. I clean the house.
4 I help my family in the evening. I wash the dishes.



2 Role-play

1 Point to the first picture and say *I help my family in the morning. I make my bed.*
2 Get students to repeat after you and do this with the other three pictures. Students listen, point and repeat.
3 Put students in pairs and get them to take turns to say the text and mime the activity.
4 Ask a few confident pairs to show their role-plays to the class.

3 Read and complete

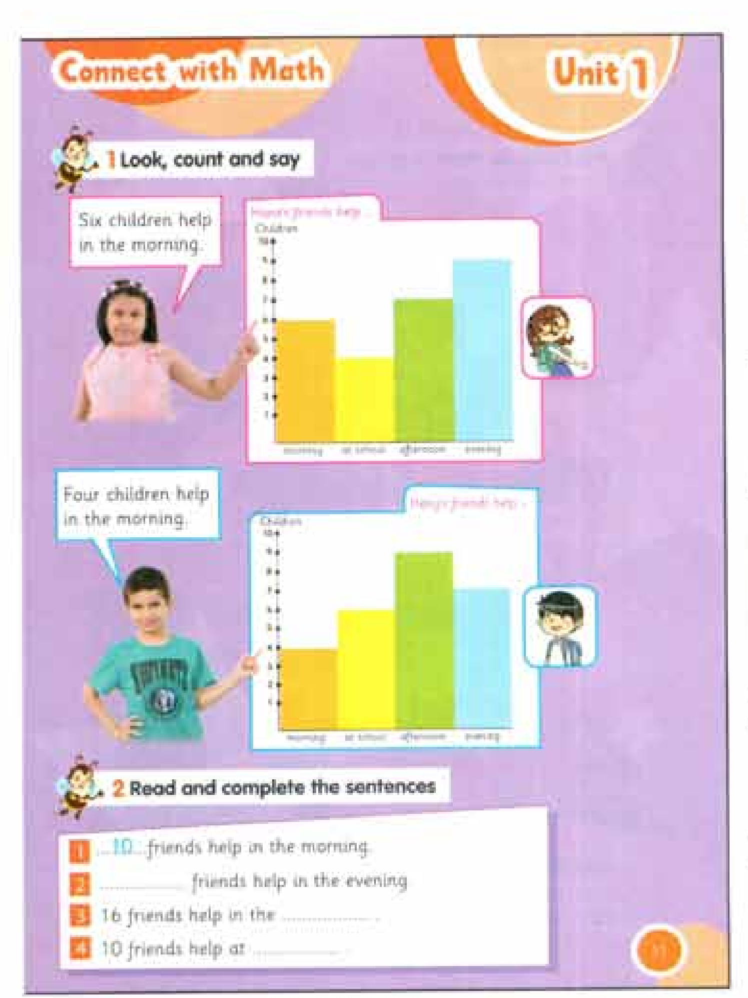
1 Ask students what they do at home.
2 Point to the sentence in Exercise 3. Read it together with the class. Ask them what the next sentence could be. Accept all reasonable answers.
3 Ask students to write a sentence that is true for them. They can write any of the sentences in Exercise 1: 1, 3 or 4. If they want to write something different, help them to create the sentence and write it on the board for them to copy.
4 Monitor as they work and help as necessary.

Students' own answers

Extra practice

- Ask students to draw a picture of something they help with at home.







STUDENT'S BOOK page 11

1 Look, count and say

1. Revise the numbers *1-10* with the class using real items if possible.
2. Make 5 groups of items (six items, seven items, eight items, nine items and ten items). Put the groups in different places around the classroom. Say a number. Ask students to point to the correct group. Repeat with all the numbers several times.
3. Ask some comprehension questions to make sure students really understand these number, e.g. *How many cousins do you have* ? etc.
4. Help students to find page 11. Point at Exercise 1.
5. Ask students to look at the pictures. Ask if anyone can tell you what they're about. Ask *Is it about helping?* (Yes). *Is it about a class?* (Yes). *Do some children help at school/in the afternoon?* (Yes).
6. Ask students to look carefully and help you count how many of Hana's friends help in the morning? Read the example speech bubble and count the numbers on the chart with the class.
7. Then, go over the other bars on the chart, counting with the children and making sure everyone is engaged.
8. Repeat this with the Hany's friends.
9. Put students in pairs and monitor them counting and saying how many children help at different times of day.

2 Read and complete the sentences

1. Point to Exercise 2 and explain that the sentences are about both charts in Exercise 1, so students will need to add numbers together or complete with the correct time of the day for the added number.
2. Read the example sentence with the class. Show them that the 10 friends who help in the morning are Hana's 6 friends who help in the morning plus Hany's 4 friends who help in the morning.
3. Put students in pairs to continue the task.
4. Check answers as a class.



Answers:

2- 9 3- afternoon 4- school

Closing

- Play a quick game. Say a sentence from this lesson, for example *I help in the morning*, and encourage students to stand up if this is true for them. Repeat with several different sentences.
- Praise students for their work this lesson.
- Explain that in the next lesson, students will make a family photo album. Encourage students to bring in family photos to use if they can.



LESSON 6 pages 12-13

Objectives:	To revise the language of the unit To complete a project about your family To work together in groups To introduce members of your family
Language:	*This is my family photo album.* *This is my mother. These are my brothers.*
Materials:	Student's Book pages 12 and 13 Sets of twenty classroom items (to practice counting) Optional: family photos in an album Large heart-shaped pieces of paper (one per student) Scissors, glue and crayons or colored pencils

Opener

- Wave and say *Good morning* or *Good afternoon* to the class. Encourage the class to respond.

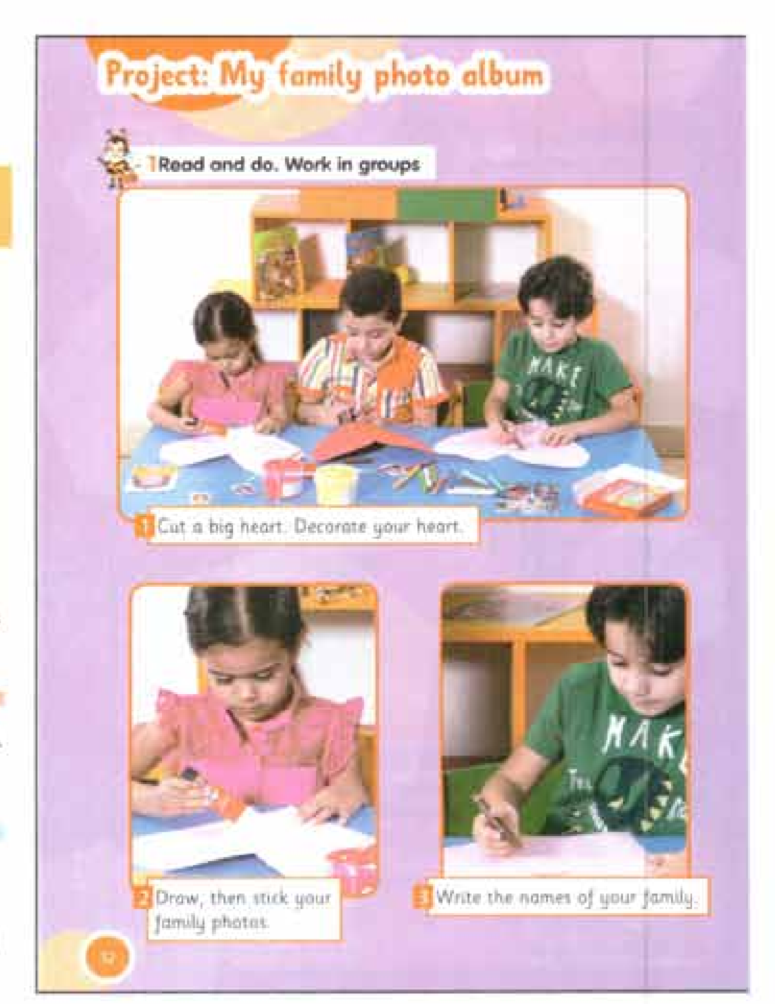
Presentation

1 If you have family photos in an album, show them to the students.
2 Tell them they are going to make an album drawing pictures of their family.
3 Tell them to decide who to include as they don't have much space, so if they have lots of brothers and sisters, there may not be room for grandma and grandpa.

STUDENT'S BOOK page 12

1 Read and do. Work in groups

1 Give out large heart shapes (which are folded and will form the album covers), one for each student.
2 Give out paper, colored pencils, crayons and glue.
3 Encourage students to decorate their hearts with crayons or colored pencils.
4 Students cut and stick their family photos onto the heart to make a photo album. If they do not have photos, they can draw their family members instead.
5 Students should label their drawings with names. Give help with spelling as needed.
6 Monitor and give praise and help with cutting out drawings when needed.







STUDENT'S BOOK page 13

1 Show and tell

1. Model the language of the unit and show your family album saying *This is my family album. This is my mom, this is my dad, this is my brother*, etc.
2. In pairs, get students to show and tell their family albums. Monitor and help as needed.
3. Then, ask students to present to groups of 3 or 4.
4. If there are any confident students who want to present to the class, encourage them to do so.

Self Assessment

Read and color the stars that describe your effort

1. Point to the family. Ask *Who are they?* to elicit the words. Read the three different sentences for *Vocabulary* with the class. Ask students which box best describes their effort and achievement. Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in the future.
2. Ask students to color the stars in the correct box.
3. Do the same with the other sections. Monitor and check students are on task.
4. Go around the class as they work to monitor and help as necessary.
5. Check answers as a class.

Closing

- Help students remind you of what they've learned in the unit.
- Ask students to work in small groups for a minute, jotting down what they remember from the unit.
- Guide students to look at the pictures in the Self Assessment chart and help them to remember key points. Alternatively, you could just go through the unit pages.
- Ask groups to present what they wrote and you write on the board.
- Praise students for their efforts in Unit 1 and ask them to say *Thank you!* to you and to their shoulder partner.
- Say *In the next unit we will talk about parts of the body in people and animals.*



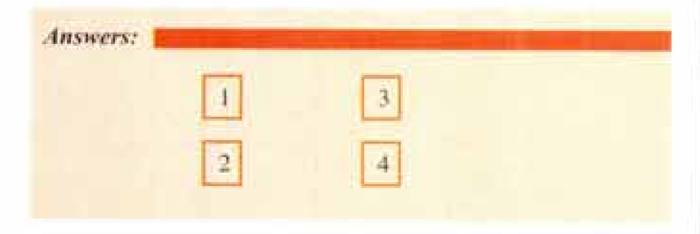
PLAY TIME page 14



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, read and match

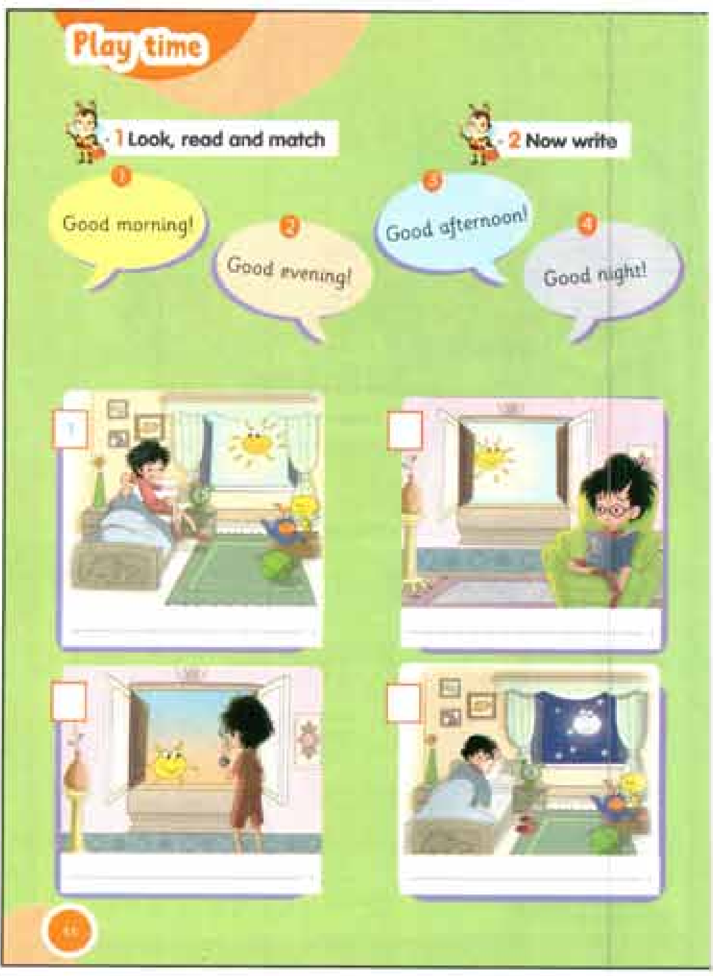
1 Remind students of times of day and greetings. You can ask them to look at the beginning of the unit if they cannot remember.
2 Tell students they need to match the greetings in the speech bubbles with the pictures, writing the correct number by the picture. Check they all agree that 1 is *Good morning*.
3 Monitor and check all know what to do.



2 Now write

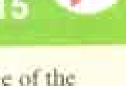
1 Once they have labeled the pictures correctly, get students to look and write the greetings, saying the greeting as they do so.
2 Monitor and give praise.











PLAY TIME page 15

- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and write

1 Remind students of *This is my/These are my* using your own photos. You can ask them to look at the beginning of the unit if they cannot remember, or get a confident student to remind them.
2 Go through the pictures, eliciting if the sentence should be *This is my/These are my* (remind students which is singular, which is plural).
3 Tell students that they are going to complete the sentences.
4 Monitor and check all are completing the task correctly.

Answers:

2 This is my
3 This is my
4 These are my
5 This is my
6 These are my

Teacher Assessment

- Fill in the *Teacher Assessment* section based on how well the student has understood the content of the unit. If students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction for help.

Unit 2

LESSON 1 pages 16-17

Objectives:	To learn and identify parts of the human and animal bodies To be able to define relationships between different objects
Vocabulary:	*face, head, teeth/tooth, foot/feet, head, beak, leg, arm*
Language:	*I'm a (boy). I have a (face). I have two legs and two feet too! I don't have a beak.*
Materials:	Student's Book pages 16 and 17 Class CD Flash cards: head, face, arm, legs, foot, feet, tooth, teeth Toy animals

Opener

- Smile at students and welcome them to the class by saying *Hello*. Encourage them to respond with *Hello*.
- Now say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name).
- Review the family vocabulary from Unit 1 by playing *Snap* (Games bank, page 106), naming the family members – cousin/uncle, etc., to gain the point.

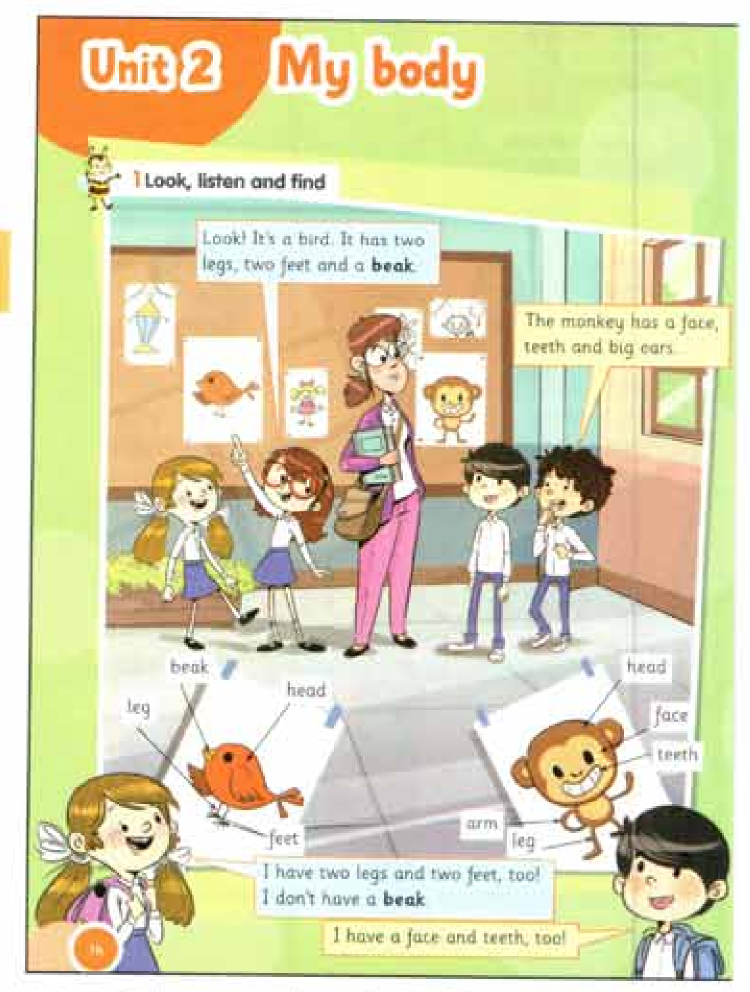
Presentation

1 Present parts of the body using your own arms/legs or flash cards or a toy animal if you prefer. Students repeat several times chorally and then individually.
2 Repeat the routine for animal specific body parts, such as *beak* and also present *boy* and *girl* with two students.
3 Then, point to each body part in turn and let students say the words: *I have a (face)*. Practice the body parts several times and make a game as there is quite a lot to remember. You can quickly play *Teacher says* (Games bank, page 107) and get students to say and point to the correct part of their body.
4 Vary the order and the speed you point to the body parts. Then, once all are confident, add the grammar and model the response for students: *I have two arms/I have two legs.*

STUDENT'S BOOK page 16

1 Look, listen and find

1 Hold up your Student's Book, open at page 16, and say *Open your books*.
2 Ask students to look at the pictures and name any body parts they can see.
3 Cup your hand behind your ear and say *Listen*.



4 Explain that you are going to play the CD and ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak and the body parts they mention.
5 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time and the body parts as they are mentioned.

Audioscript

Hana:	*Look! It's a bird. It has two legs, two feet and a beak.*
Youssef:	*The monkey has a face, teeth and big ears.*
Amira:	*I have two legs and two feet, too! I don't have a beak.*
Hany:	*I have a face and teeth, too!*

Extra practice

- Ask students if they know the English words for any things they can see in the picture. Tell them to point and say the English word.

STUDENT'S BOOK page 17

1 Listen, point and say

1 Hold up your Student's Book and point to Exercise 1 on page 17.





2 Point to the girl's head and say *I have a* ... to elicit *head*. Say *I have a head*. Repeat with the other body parts, using plurals where necessary, e.g. *I have two legs*.
3 Cup your hand behind your ear and say *Listen*. Play the CD and point to each body part as it's mentioned.
4 Play the CD again, body part by body part and ask students to point and repeat.
5 Monitor and check all are following and pointing and repeating correctly.

Audioscript

head	*face*	*arm*	*legs*
foot	*feet*	*tooth*	*teeth*

Extra practice

- Play the CD again, and this time tell students to find each body part in the picture on page 16. When they find the object, say *Yes* to show that they are correct.
- Ask any confident students to name a body part. The other students point to the body part on page 16. Repeat several times with other students.

2 Draw and complete

1 Hold up your arm and say *arm*. Do the same with the other body parts and get the students to repeat the word after you.
2 Point to your head and say *I have a head*. Get students to point to their own heads and repeat.
3 Say *I have two arms/legs*. Get students to repeat, and point to their own limbs as they do.
4 Repeat this with all the new vocabulary and *I have*... until students are confident.
5 Draw a body outline on the board. Point to the head and say *I have a* ... and get students to say *head*. Go through the other body parts, highlighting them as you go (in different colors if you have them).
6 Help students find Exercise 2. Tell them they are going to draw the body parts on the figure.
7 Monitor and encourage students to say the body parts as they draw them.
8 Then read the first sentence below the picture with the class. Ask students for suggestions about how to complete the sentence. Accept all reasonable answers and show them how to copy the words they need into the gaps.
9 Ask students to complete the other sentences and to check their answers in pairs.


Answers:

2 arms, legs, feet　　2 head　　3 teeth

3 Sing

1 Play the song through and let students listen. If they can point to the body parts as they listen then that's great, but this will be the next step.
2 Ask students to listen and point as they hear the body parts. Do it with them the first time. Then play again and get students to point to the body parts and say them with the song.
3 Now get students to join in with the song, one verse at a time. Repeat a verse and point to the body parts if any students are struggling.
4 Now play the song through with just the music and get students to join in and sing. Prompt as needed and repeat.

Audioscript

This is my body,
This is me.
I have a head, a face,
A mouth and teeth.

This is my body,
This is me.
I have two arms, two hands
Two legs and two feet.

Practice game

- Play *I have a* ... (Games bank, page 106). The class supply the body part and the student is out if they can't point to it. Use a stopwatch to make this more fun.

Closing

- Put students into pairs to practice saying *I have a head, I have two legs, I have two arms, I have a face, I have two feet. I have teeth.* Students say and point to their partner then swap roles. Go around to monitor, encourage and help as necessary. Praise all their efforts.
- Say *Well done. You can now talk about your body. Next time, we will talk about what people do.*

LESSON 2 pages 18-19

Objectives:	To ask and answer questions To read and complete sentences
Vocabulary:	*girl, boy, king, doctor, Busy Bee, police officer, engineer, fur*
Materials:	Student's Book pages 18 and 19 Class CD Flash cards: boy, girl, king, bee, doctor, police officer, a bird, an elephant, a cat, a monkey, beak Optional: cardboard, scissors, tissue paper, glue, colored pencils or crayons, glitter

STUDENT'S BOOK page 18

Opener

- Play *Guess the picture* (Games bank, page 105) with body parts. Start to draw, e.g. *a foot*. Say *I have a ...*.
- Students guess which body part it is. Encourage them to say *I have a ...*.
- After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next body part.

Presentation

1 Now, ask a boy and girl student to come to the front of the class and tell them to say *I'm a boy/I'm a girl*. You could pretend to mix this up and say *You're a girl, yes?*, etc. If your class has only boys or only girls, you can use flash cards instead.

1 Listen and read

1 Help students to find page 18.
2 Point to the pictures of the boy and girl and say *I'm a girl/ I'm a boy*.
3 Students repeat after you. Practice this several times.
4 Point to the picture of the girl. Ask *What is she?* and elicit *doctor*.
5 Point to the picture of the boy. Ask *What is he?* and elicit *engineer*.
6 Say *Let's listen*. Play the audio and encourage students to point at the text and read along.
7 Say *Let's listen* again. Ask *What's her name? What's his name?*
8 Play the audio again and elicit the names (Aya and Sherif). If necessary, play the audio several times until students are confident.

Audioscript

Girl: *I'm Aya. I'm a girl. Today, I'm a doctor.*
Boy: *Hello. I'm Sherif. I'm a boy. Today, I'm an engineer.*



2 Listen and read

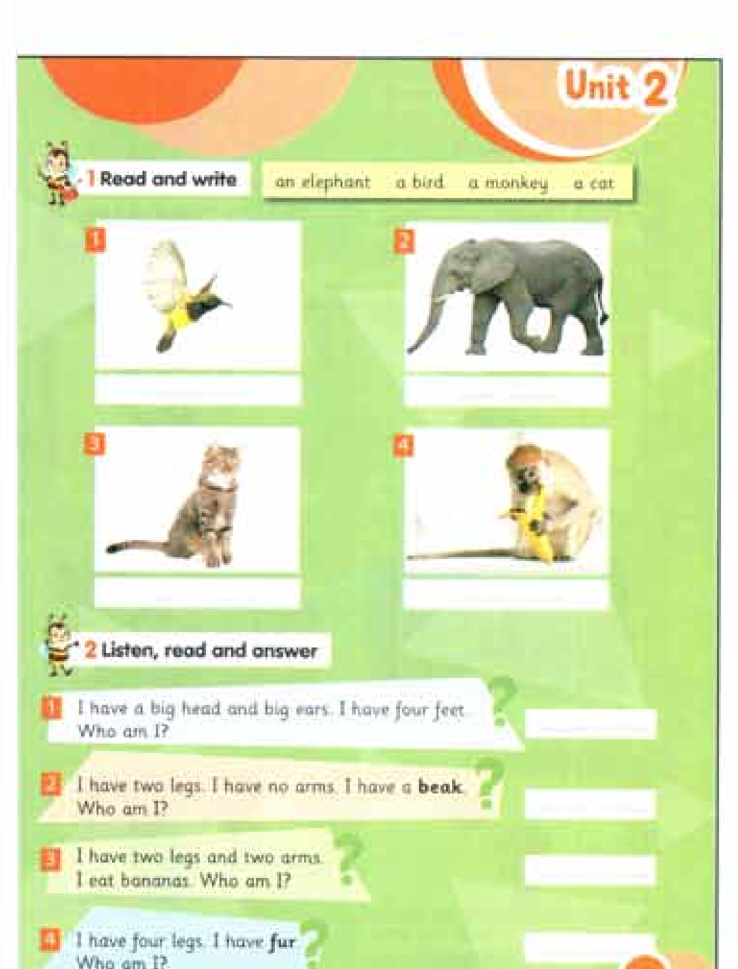
1 Look at the pictures with the class and identify the characters in the pictures. Say *Look! What am I? A king, A doctor, Busy Bee, A police officer*. Point to each one in turn and practice the job words a few times.
2 Tell students they are going to listen and read.
3 Play the first part of the audio and encourage students to point and read along.
4 Ask *Who is speaking?* Play the audio again and elicit *Hany*.
5 Discuss why the children are wearing costumes (it's a costume party).
6 The audio asks *Who would you like to be?* Discuss this with the class.
7 Play the rest of the audio and get students to point to the characters as they listen.
8 Play the CD again and get students to listen, point and say *king/doctor/Busy Bee/police officer* in the pause on the CD.

Audioscript

Hany: *Good morning. I'm Hany. Today we have a costume party at school. I'm a king. Hana is a doctor. Amira is Busy Bee. Youssef is a police officer. Who would you like to be?*

1
Hany: *Look at me! What am I?*
Other kids: *You're a... king!*
2
Hana: *Look at me! What am I?*
Other kids: *You're a... doctor!*




Unit 2

1 Read and write

an elephant a bird a monkey a cat

1 2 3 4

2 Listen, read and answer

1 I have a big head and big ears. I have four feet. Who am I?

2 I have two legs. I have no arms. I have a **beak**. Who am I?

3 I have two legs and two arms. I eat bananas. Who am I?

4 I have four legs. I have **fur**. Who am I?

19

3
Amira: *Look at me! What am I?*
Other kids: *You're a… bee!*
4
Youssef: *Look at me! What am I?*
Other kids: *You're a… police officer!*

3 Complete and say

1 Point the first picture and read the sentence below. Ask the class to tell you the correct word to complete the sentence (king). Encourage students to find the word *king* in the text and copy it into the sentence below picture 1.
2 Ask students to complete the rest of the sentences in pairs.
3 Go around the classroom and monitor as they work.

Answers:

1 king 2 doctor 3 Busy Bee 4 is a police officer

Extra practice

❑ Point to each picture and ask the class to say what they are.
❑ Play *Dress up* (Games bank, page 104) if you have any old clothes or costumes and encourage students to say *What am I? You're a king*, etc.
❑ You can make simple craft crowns with cardboard and let students decorate them with tissue paper, colored pencils and glitter. These can be taken home or displayed in class.

STUDENT'S BOOK page 19

1 Read and write

1 Present the animals with flash cards: *a bird, an elephant, a cat, a monkey*. Say the words several times and get students to repeat and point to the correct flash card.
2 Vary the order and get students to call out the name.
3 Make a quick game. *Animal name* (Games bank, page 104). Put a picture or flash card in each corner of the room (clear furniture a little) and split the class into 4. Give each group an animal and when you call the animal that group should go to the correct corner and chant their animal name. Do this outside if it is too noisy for the classroom. Extend it by swapping animal names and playing again.
4 Help students find page 19. Look at the pictures and elicit the animal names. Point to the bird's beak and practice the new word, pointing to the beak on a flash card.
5 Point to the words at the top of the page. Read them together with the class. Put students in pairs to write the labels under the correct pictures. Go around and help as they work.

Answers:

1 a bird 2 an elephant 3 a cat 4 a monkey

2 Listen, read and answer

1 Point to the animals in Exercise 1 again and elicit the names.
2 Now, play the audio for the riddles one by one, telling students to listen and look for the correct animal.
3 Check understanding with some simple concept questions: *Does a cat have a big head? No. Does an elephant have a big head? Yes. Big ears? Yes. Four feet. Yes. Is I an elephant? Yes.*
4 Go through the rest doing the same thing. Make sure all are following. Get students to read the riddles in pairs and write in the correct number. Do some quick air writing to remind them how to form the words. Read the riddles again and ask *Who am I?* Get students to respond with the correct animal and write it on the correct line.

Answers:

1 an elephant 2 a bird 3 a monkey 4 a cat

Audioscript

Narrator: *One.*
I have a big head and big ears. I have four feet. Who am I?
Narrator: *Two.*
I have two legs. I have no arms. I have a beak. Who am I?
Narrator: *Three.*
I have two legs and two arms. I eat bananas. Who am I?
Narrator: *Four.*
I have four legs. I have fur. Who am I?

Unit 2



Fast finishers

- In pairs, ask and answer. One student says the riddle, the other points and says the animal. Then swap over.
- Ask students to draw pictures of the animal they like best and write a label for it. These can then be displayed or taken home.

Practice game

- Play *Guess the animal* (Games bank, page 105).

Closing

- Say *Well done. You can understand descriptions of animals. Next, we will learn about what we can do with our bodies.*

LESSON 3 pages 20-21

Objectives:	To learn about the senses To say what I can do To learn about what my body can do
Vocabulary:	*hear, kick, run, see, speak, throw*
Language:	*I can see with my eyes. He can read with his hands. He can't run.*
Values/Life skills:	Respecting diversity
Materials:	Student's Book pages 20 and 21 A soft ball

Opener

- Review the body parts learned in Lesson 1 by showing the flash cards and then getting students to say and point at their own arms, legs, etc.

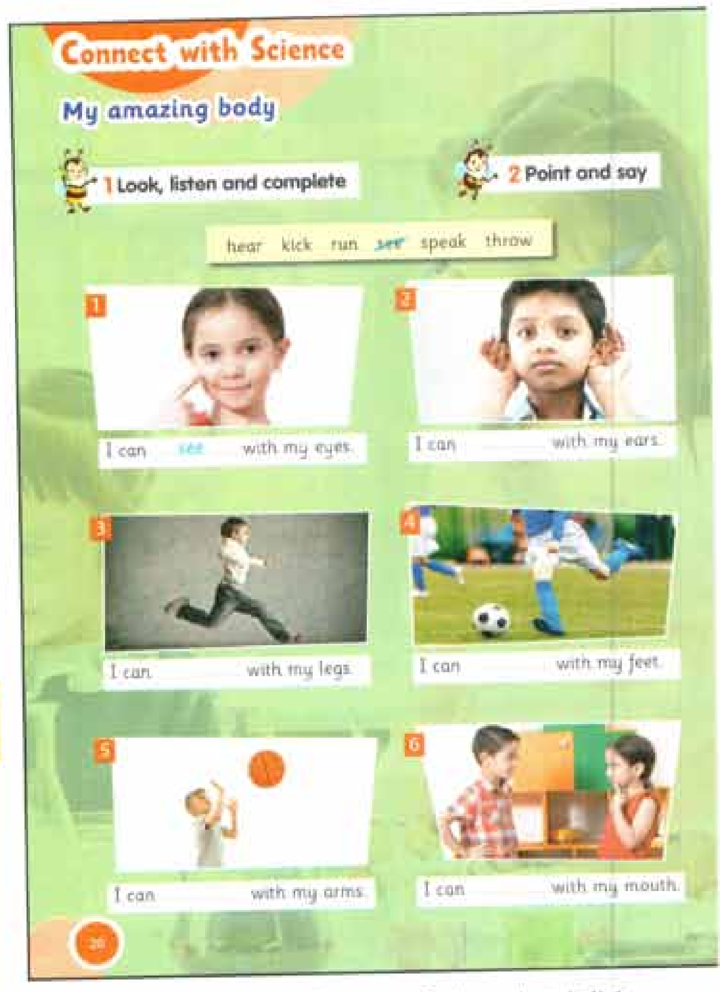
Presentation

1 Use mime and pointing to present the senses. Say *I can see with my eyes* and point to your eyes. Repeat *see* several times. Students repeat.
2 Say *I can hear with my ears* and mime this. Go through the rest and mime *run, kick, throw and speak*. Use a soft ball for *kick* and throw or just mime this.
3 Use flash cards and put them on the board. Write the verb under each flash card and say them, pointing for students to follow and repeat.

STUDENT'S BOOK page 20

1 Look, listen and complete

1 Help students to find page 20. Point at Exercise 1.
2 Ask students to look at the pictures and tell you what the children are doing.



3 Read the first example and say *see*. Go through and elicit *hear/run/kick/throw/speak*.
4 Tell students they are going to listen and repeat the sentences.
5 Cup your hand behind your ear and say *Listen*.
6 Explain that you are going to play the audio. Ask students to follow in their books and read the sentences as they listen. Play the audio and point to the children.
7 Play the audio again, sentence by sentence. Ask students to repeat the words and point to the child who is speaking and what they are doing. Do this several times.
8 Read each sentence and point to the correct missing word. Get students to do the same.
9 Tell students to choose the correct word from the word box and write it in the space.
10 Monitor and check all are on task and know what to do.

Audioscript

Narrator:	*1*
Girl 1:	*I can see with my eyes.*
Narrator:	*2*
Boy 1:	*I can hear with my ears.*
Narrator:	*3*
Boy 2:	*I can run with my legs.*
Narrator:	*4*
Boy 3:	*I can kick with my feet.*
Narrator:	*5*
Boy 4:	*I can throw with my arms.*
Narrator:	*6*
Girl 2:	*I can speak with my mouth.*


Values/Life skills Unit 2

1 Listen and read

1 This is my friend Ziad. He can't see. He can read with his hands.

2 This is my cousin Mariam. She can't hear. We can speak with our hands.

3 This is my brother Aser. He can't run. We can play.

2 Read and match

1 Ziad can't — a play
2 Ziad can — b hear
3 Mariam can't — c see
4 Aser can — d read

Values / Life skills: Respecting diversity

21

Answers:				
2 hear	3 run	4 kick	5 throw	6 speak

2 Point and say

1 Put students into pairs.
2 Ask them to take turns to point at the pictures and say the sentences to each other.
3 Go around the classroom to monitor and help as they work.
4 Ask a few confident pairs to demonstrate to the class.

Extra practice

- Play a miming game. Model a mime and encourage students to guess the verb. Say *I can …* and if they can, get students to finish the sentence for you.
- Put students in groups and let them take turns doing mimes and guessing until all have had a turn.
- If you have time, get students to choose a verb from page 20 and draw a picture e.g. *I can run with my legs*, and label it by copying from the Student's Book.

STUDENT'S BOOK page 21

1 Listen and read

1 Hold up your book. Point to Exercise 1 on page 21.
2 Point to the first picture. Say *Can the boy see?*, to elicit *No. That's right. He can't see*. Point to the second picture. Say *Can the girl hear?*, to elicit *No. She can't hear.* Repeat the same procedure with the third picture.
3 Go back to the first picture and say *He can't see, but he can read*. Show a picture of Braille (or if you can, get hold of a Braille book, so much the better, as then students can try 'reading' with their fingers).
4 Find a video on YouTube or similar of someone saying *Hello* in sign language. Show the class and point again to the second picture. Say *She can't hear, but she can talk with her hands*. Discuss with the class how we all have different things that we can and can't do.
5 Ask students to follow in their books as they listen. Play the audio and point to the characters as they speak and the other children as they are mentioned.
6 Play the audio again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time and the other children as they are mentioned. Do this several times.

Audioscript

Narrator:	*1*
Boy 1:	*This is my friend Ziad. He can't see. He can read with his hands.*
Narrator:	*2*
Girl:	*This is my cousin Mariam. She can't hear. We can speak with our hands.*
Narrator:	*3*
Boy 2:	*This is my brother Aser. He can't run. We can play.*

2 Read and match

1 Read the first sentence half with the class and ask them to finish the sentence with the information they know from the text in Exercise 1.
2 Elicit and show the example answer next to the word.
3 Put students in pairs to complete the remaining sentences in the same way.
4 Check answers as a class.

Answers:		
2 d	3 b	4 a

Practice game

- Play *Snap* (Games bank, page 106) using the senses flash cards.

Closing

- Ask students to work in small groups for a minute to jot down one thing they learned in this lesson. Ask them to share what they wrote with other groups. Praise their good work.
- Say *Next, we will learn some new sounds*.

Unit 2

LESSON 4 pages 22-23

Objectives:	To learn the letter sounds /θ/ and /iː/ To discriminate the /θ/ and /iː/ digraphs from other sounds To hear and write the /θ/ and /iː/ digraphs in words
Vocabulary:	*three, mouth, bathroom, throw, teeth, thirteen, green, bee*
Materials:	Student's Book pages 22 and 23 Class CD Flash cards: three, mouth, bathroom, throw, thank, thirteen Paper for the *Fast finishers* activity
Phonics cards:	th, ee, three, mouth, bathroom, throw, thirteen, green

STUDENT'S BOOK page 22

Opener

- Play *Guess the picture* (Games bank, page 105) with /θ/ and /iː/ words. Start to draw one of the words, e.g. *three*. Ask *What's this?*
- Students guess the word. Encourage them to say *It's …* .
- After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next word.

Presentation – the /θ/ and /iː/ digraphs

1 Hold up the 3 flash card and ask *What's this?*. Elicit *3*.
2 Write *th* on the board.
3 Point at the letter and say */θ/, /θ/, /θ/ree*. Students repeat the sound /θ/ with you.
4 Hold up the 3 again and elicit *3*.
5 Point to the digraph and then the 3 quickly, saying */θ/ three*. Get students to repeat.
6 Point to your mouth and ask *What's this?* Elicit *mouth*.
7 Write the word on the board, circling the *th*.
8 Point at the digraph and say */θ/ mouth*. Students repeat the sound */θ/ mouth* with you.
9 Hold up the bathroom flash card and elicit *bathroom*. Stress the /θ/ a little. Get students to repeat.
10 Go through *throw*, *thank* and *thirteen* in the same way. Ask students to repeat.
11 Repeat the procedure for the letter sound /iː/.

1 Look, listen and complete

1 Help students to find page 22.
2 Point to the picture of three and ask *What's this?* Students say *three*.
3 Go through the rest of the /θ/ words quickly.
4 Tell students they are going to look at the *th* words again, listen to the CD and complete the *th* words. Point to the example. Air write the *th* and get students to do the same.



5 Play the words and tell students to look and point at each word as they hear it.
6 Play the CD again and this time get students to write in the /θ/ digraph.
7 Monitor and help as needed, making sure all have completed the words correctly. Get students to show their books as they finish.

Audioscript

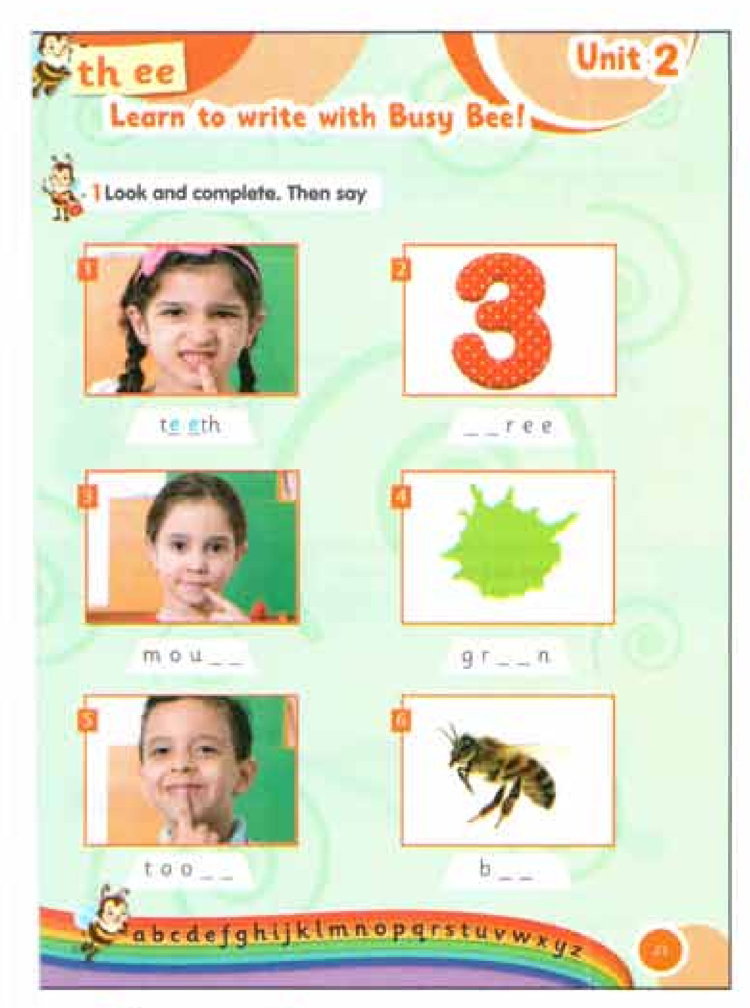
/θ/, three
/θ/, mouth
/θ/, bathroom
/θ/, throw

Answers:

2 mou**th** 3 ba**th**room 4 **th**row

2 Repeat

1 Give praise for the completed words.
2 Say *Listen* and play the CD again. Get students to point and say the digraph and the words again.
3 Monitor and make sure all are pronouncing the /θ/ digraph correctly.


th ee

Unit 2

Learn to write with Busy Bee!

1 Look and complete. Then say

1 teeth

2 _ _ r e e

3 m o u _ _

4 g r _ _ n

5 t o o _ _

6 b _ _

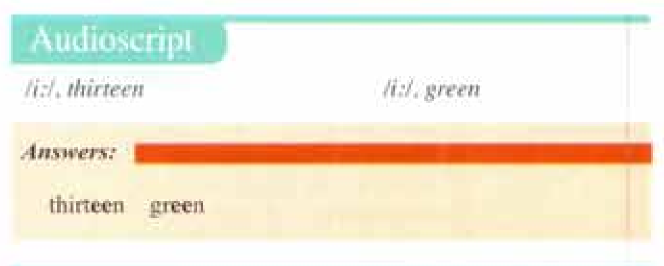
a b c d e f g h i j k l m n o p q r s t u v w x y z

Extra practice

- ❑ Point to each picture and ask the class to say the correct sound and word.
- ❑ Make word cards and mix them up with the target flash cards. Get students to help you sort and match them up. You can make this into a timed game too.

3 Look, listen and complete with ee

1. Hold up 3 fingers and ask *How many are these?* Students say *three*.
2. Say /iː/ *three* and encourage students to repeat.
3. Point to the picture of the thirteen and ask *What's this?* Students say *thirteen*.
4. Say /iː/ *thirteen* and encourage students to repeat.
5. Point to the picture of green and ask *What's this?* Students say *green*.
6. Say /iː/ *green* and encourage students to repeat.
7. Tell students they are going to look at the /iː/ words again, listen to the CD and complete the words with *ee*. Point to the example. Air write *ee* and get students to copy you.
8. Play the words and tell students to look and point at each word as they hear it.
9. Play the CD again and this time get students to write in the *ee* digraph.
10. Monitor and help as needed, making sure all have completed the words correctly. Get students to show their books as they finish.


Audioscript

/iː/, thirteen *\/iː/, green*

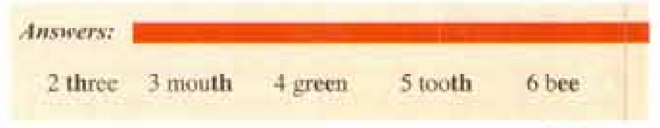
Answers:

thirteen green

STUDENT'S BOOK page 23

1 Look and complete. Then say

1. Ask if students remember the sound for the letters *th*. Ask them for words they know with th. Accept all correct answers.
2. Ask if students remember the sound for the letters *ee*. Ask them for words they know with *ee*. Accept all correct answers.
3. Help students find page 23.
4. Then ask students which words they know. Elicit *teeth/three/mouth/throw/tooth*.
5. Say *teeth/tooth* and show the difference with flash cards or using your own teeth.
6. Go through, pointing and reading the words and get students to follow you.
7. Ask students to look and complete the words, using *th* or *ee*.
8. Monitor and help with spelling/letter order if needed. Encourage students to go through and say the words as they finish the words.


Answers:

2 **th**ree 3 mou**th** 4 gr**ee**n 5 too**th** 6 b**ee**

Fast finishers



- Students can make a *th* or *ee* poster to be displayed on the wall. They write and decorate a large *th* or *ee* on the page and draw a picture to match the digraph sound.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

- Play *Circle it* (Games bank, page 104).
- Write all the letters and sounds learned up to now in a jumble on the board.
- Get students to find the *th* and *ee* and think of words that have *th* or *ee* in them. This is worth 2 points.
- Divide the class in two and play.

Closing

- Write some words with missing /θ/ and /iː/ sounds on the board. Ask students to work with their shoulder partners to complete the missing sound. Ask pairs to present their answers.
- Say *Next we will learn about how we grow.*

Unit 2

LESSON 5 pages 24-25

Objectives:	To learn about basic life stages To be able to order a sequence To learn the concept of zero/no To count animal legs from 0 to 6 To count and complete a table with animal names
Vocabulary:	*an adult, a baby, a child, an adult bird, an egg, a baby bird*
Life skills:	Observation
CLIL:	Science: How we grow; Math: Counting numbers
Materials:	Student's Book pages 24 and 25 Flash cards: an adult, a baby, a child, an adult bird, an egg, a baby bird; animals Optional: photos of yourself as a baby, a child and an adult Optional: small plastic animals Paper for the *Fast finishers* activity

Opener

- Play *Show me* (Games bank, page 106) to revise numbers 1-6.

Presentation

1 Show either flash cards or three photos of you as a baby, a child and an adult.
2 Say *a baby*, pointing to the baby picture, *a child* pointing to the child picture and *an adult* pointing to the adult picture. Get students to repeat and then say as you point to each picture.
3 Do the same with the bird flash cards but once students have pointed and repeated jumble the flash cards and say *Which first? The baby? (No.) The adult bird? (No.) The egg? (Yes.)*
4 Get students to put them in order for you. Then, do the same with the adult pictures/flash cards.

STUDENT'S BOOK page 24

1 Listen, read and say

1 Help students to find page 24.
2 Look at the pictures with the class. Point to each one in turn and practice the words a few times.
3 Tell students they are going to listen and read.
4 Point to the speech bubble. Ask *Who is speaking?* and elicit *Miss Mona.*
5 Play the audio and encourage students to point and read along.
6 Play the audio again and get students to listen, point and repeat *a baby, a child, an adult*.

Audioscript

Miss Mona: *This is how we grow. A person starts as a baby. The baby grows into a child. The child grows into an adult.*
a baby, a child, an adult.



2 Look, listen and number in order

1 Point to the pictures. Ask *What is it?* and elicit *It's a bird.*
2 Point to each of the pictures and read the words. Encourage students to repeat the words.
3 Say *Let's listen* and point to the pictures.
4 Play the audio and encourage students to point at each picture as they hear each word.
5 Point to the example and show students the number *1*.
6 Play the audio again and ask students to order the pictures and write the numbers.

Audioscript

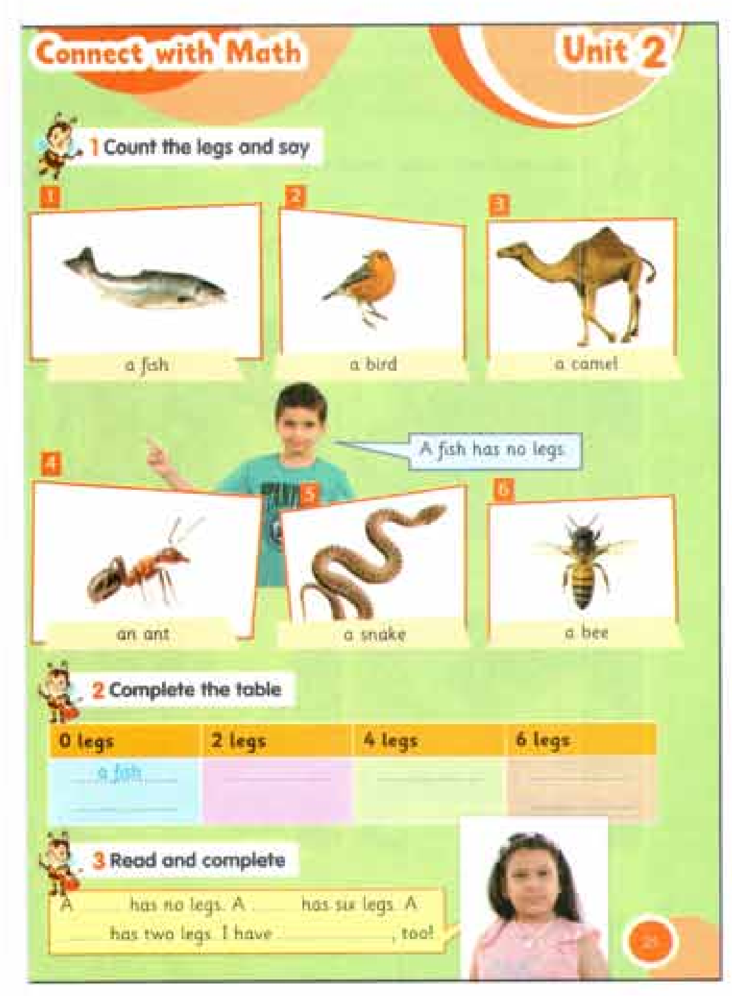
1 an egg
2 a baby bird
3 an adult bird

Answers:

2 a baby bird 3 an adult bird

3 Now say

1 Put students in pairs. Encourage them to check their answers to Exercise 2 by pointing to each picture in order and saying the words.
2 Go around the classroom as they work to monitor and help as necessary.


Connect with Math | Unit 2

1 Count the legs and say

1 a fish | 2 a bird | 3 a camel

A fish has no legs.

4 an ant | 5 a snake | 6 a bee

2 Complete the table

0 legs	2 legs	4 legs	6 legs
a fish			

3 Read and complete

A .... has no legs. A .... has six legs. A .... has two legs. I have ...., too!

25

6 Ask *A fish, how many legs? Two? (No.) One? (No.) A fish has no legs. Zero legs.*
7 Point and say the name of the animals while students point with you and then get them to point and say.
8 Get students to count the rest of the legs for animals.
9 Now say *A fish has no legs.* Point to the bird and say *How many legs? Two? (Yes.) A bird has two legs.* Encourage students to do the same with the rest of the animals.
10 Ask students to count and say. Monitor and check that all are counting correctly and can say the animal names and the whole sentence correctly.

2 Complete the table

1 Point to the table in Exercise 2. Tell students they are going to complete it and can use the animal labels to help with spelling.
2 Ask students to fill in the table. Monitor and help as needed. Remind students to remember the articles.

Answers:

0 legs: a snake **2 legs:** a bird
4 legs: a camel **6 legs:** an ant, a bee

3 Read and complete

1 Point to the sentences in Exercise 3. Tell students they are going to complete them, using the information in the table in Exercise 2.
2 Read the first sentence together and elicit the answer from the class: *fish*. Show students that they should write the answer into the sentence.
3 Ask students to work in pairs to complete the rest of the sentences.
4 Monitor and help as needed. Remind students to use an article if there is no article before the gap.
5 Check answers as a class.

Answers:

fish, bee, bird, two legs

Fast finishers



- Challenge fast finishers to think of an animal they know and think of how they grow. Draw and label one stage eg. *a kitten or baby cat*. Their pictures can be displayed or taken home.

STUDENT'S BOOK page 25

1 Count the legs and say

1 Hold up no fingers and say *zero/no fingers*. Ask the students to repeat.
2 Repeat the exercise and ask students to whisper the numbers quietly. Then, repeat and ask the students to say the numbers.
3 Put animal flash cards around the room and divide the class into four teams. Ask students to find an animal with 4 legs for instance. Students find as many flash cards as they can. Give a point for each one. Repeat the same with all the numbers several times. The winning team get to set a challenge for the others, e.g. find an animal with no legs.
4 Help students to find page 25. Point at Exercise 1.
5 Ask students to look at the pictures and say what the animals are if they can.

Extra practice

- Play a guessing game. Say *I have four legs and two eyes and a tail. I say 'Miaow'. What am I? (A cat).*
- Students can mime and add sound effects but must say how many legs first. Do this in pairs and then let the best ones perform in front of the class.

Closing

- Say *Well done. You learned about how we grow and the differences between animals. Next, we will do a project.*

LESSON 6 pages 26-27

Objectives:	To make a hand print bird To produce an attractive craft project To share resources and work co-operatively To talk about the project – a handprint bird
Language:	*Paint your hand. Make a hand print.* *Draw a beak, an eye, 2 legs, 2 feet.* *Decorate.*
Materials:	Student's Book pages 26 and 27 Paper, colored pencils or crayons, paint (on plates), glue sticks, glitter and wool (optional), aprons and old newspaper to cover tables

Opener

- Play *Guess the picture* (Games bank, page 105) with animals. Start to draw an animal from this unit. Ask *What's this?*
- Students guess the word. Encourage them to say *It's a/an ...* .
- After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next animal.

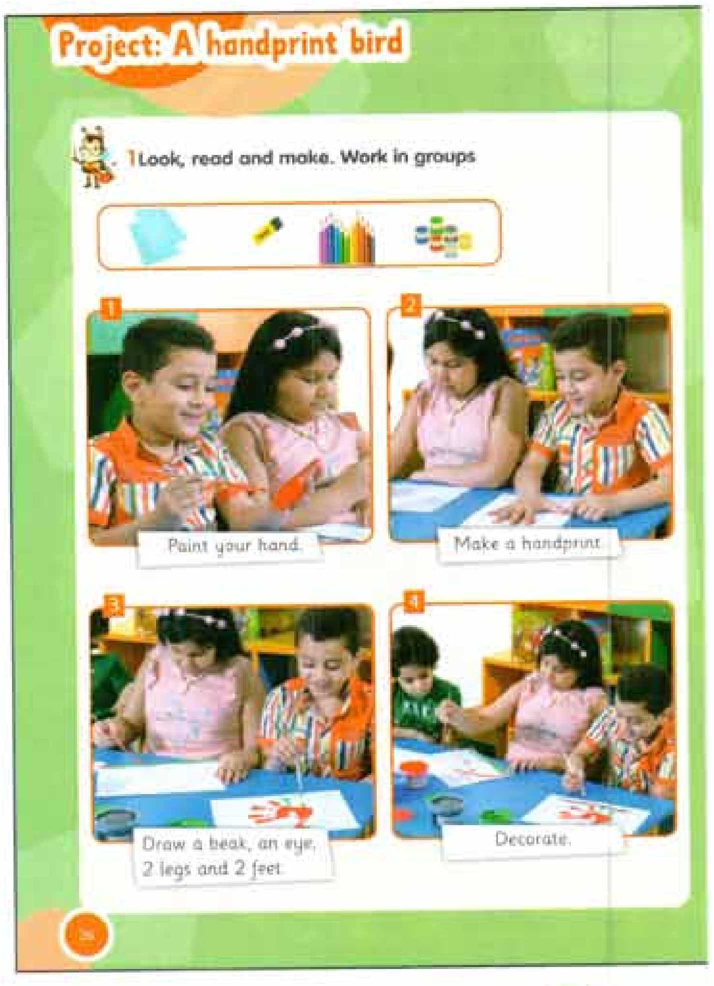
Presentation

1 Show a picture of a bird and elict the parts of the bird *(beak/ eyes/legs/feet)*.
2 Tell students they are going to make a hand print bird.
3 Give out paper, paint, colored pencils, crayons and glue. Make sure the paint is on plates.
4 Tell them they will need to be very tidy and sensible as they are going to paint their hands to make a bird on the paper. Use aprons if you have them, and cover desks with newspaper.

STUDENT'S BOOK page 26

1 Look, read and make. Work in groups

1 Students paint their hands carefully.
2 Tell students to make the hand print and not move their hand around, just put it down firmly. Then, they go and wash their hand and let the bird print dry.
3 While it dries, show them how to draw a beak. Do one on the board so they can copy it.
4 Also, on the board show students how to draw bird legs and feet if any are unsure. Tell students they can do their own and don't have to copy yours.
5 Monitor and give praise and help with cutting out or drawing when needed.
6 If you have any feathers, glitter or scrap material let students use this to decorate their birds. Encourage creativity – they could use newspaper strands to make "feathers" and paint them bright colors.



Fast finishers



- Students can label their drawings with a title *My Handprint Bird* and write their name. Give help with spelling as needed.





STUDENT'S BOOK page 27

1 Show and tell

1. Model the language of the unit and show one of the students' hand print birds, saying *This is my bird. It's red. It has two legs and a beak.*
2. In pairs, get students to show and tell about their birds. Monitor and help as needed.
3. Then, get students to present to groups of 3 or 4.
4. Finally, let a few confident students present their handprint bird to the class.
5. Praise all efforts and say *Well done everyone!*

Self Assessment

Read and color the stars that describe your effort

1. Point to the *Vocabulary* picture. Ask students to say some of the words they learned in the unit *(body parts and senses)*.
2. Read each of the 3 options for the *Vocabulary* section with the class. Ask students which description best fits them. Explain that it is not a problem if they think the first sentence fits them best, but it just means that they need more practice and to put in a little more effort.
3. Ask students to color the stars in the box which they chose.
4. Do the same with the other sections. Monitor and check students are on task.

Closing

- Elicit from the class that now they can talk about their body and what they can do. They can talk about animals and how they grow. They can make a beautiful handprint bird.
- Use the last five minutes of class to ask *What have you learned in this unit?*
- Play *Thumbs up and thumbs down* with the class. Say or write one point on the board. Ask students to put their thumbs up if they know a word, and thumbs down if they don't.
- Praise students for their hard work on Unit 2.
- Say *In the next unit, we will talk about clothes and classroom instructions.*

PLAY TIME page 28



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and write

1 Remind students of the parts of the body with a little TPR. Call out the body parts and get students to touch their leg, arm, head, etc. You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
2 Tell students they need to match the words with the body parts and write them on the correct line. Check they all know that 1 is arm.
3 Monitor and check all know what to do and assist with writing if needed.

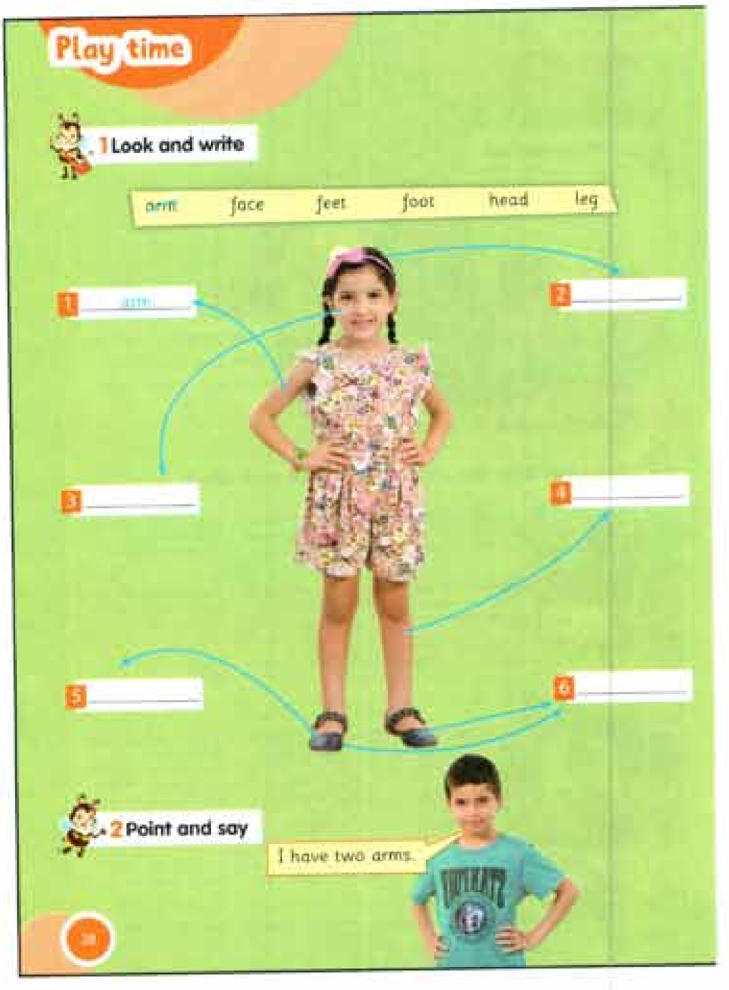


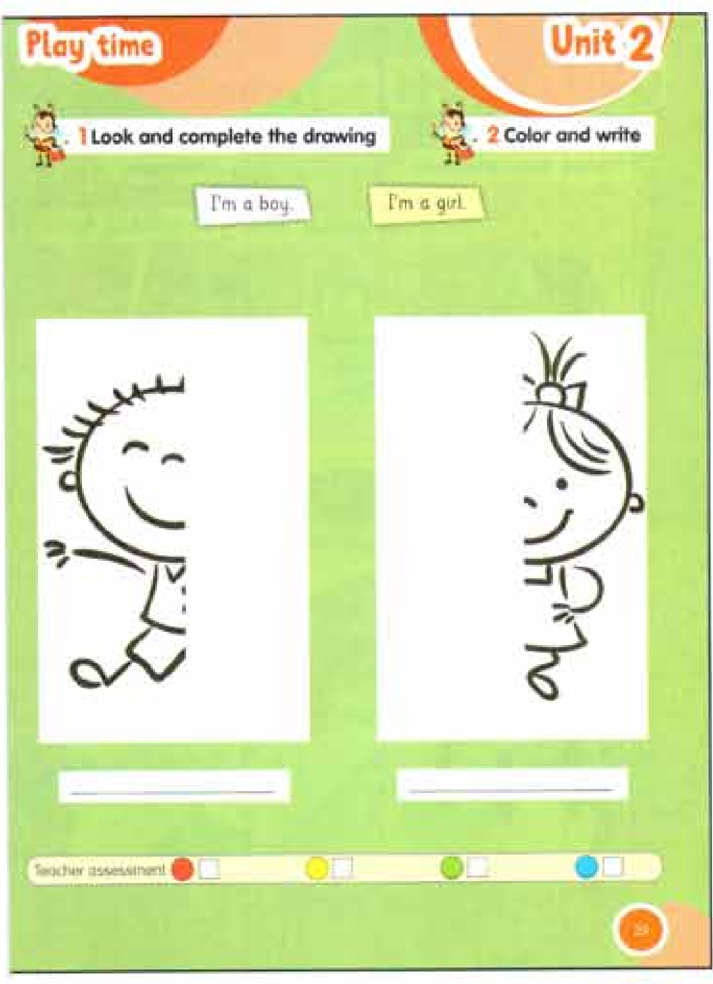
Answers:

2 head 3 face 4 leg 5 foot 6 feet

2 Point and say

1 Once they have labeled the body parts correctly, get students to look and say *I have two arms*, etc. and point to the correct body part as they do so.
2 Monitor and give praise.





PLAY TIME page 29



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and complete the drawing

1. Remind students of *I'm a boy/I'm a girl*. Get the class to divide into girls and boys and say *I'm a girl/I'm a boy*. (You can use flash cards if your class is all boys or all girls.) You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
2. Ask students to complete the drawing appropriate for them.

Students' own answers

2 Color and write

1. Tell students they are going to color their boy or girl and write *boy* or *girl*. Fast finishers could complete both drawings and labels.
2. Monitor and check all are completing the task correctly.

Students' own answers

Teacher Assessment

- Fill in the *Teacher Assessment* section based on how well the student has understood the content of the unit. If students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction for help.

Unit 3

LESSON 1 pages 30-31

Objectives: To learn and identify items of clothing
To respond to basic classroom instructions

Vocabulary: *boots, dress, glasses, hat, clothes, coat, shirt, watch, gray, brown*

Language: *They're my boots. It's my watch.*

Materials: Student's Book pages 30 and 31
Class CD
Dressing up clothes or flash cards: boots, dress, glasses, hat, clothes, coat, shirt, watch
Flash cards: gray, brown

STUDENT'S BOOK page 30

Opener

- Go through classroom instructions with a game. Say *Stand up/Sit down* and get students to do the actions and say the phrases as they do. Start off slowly and get quicker, varying the pace.

Presentation

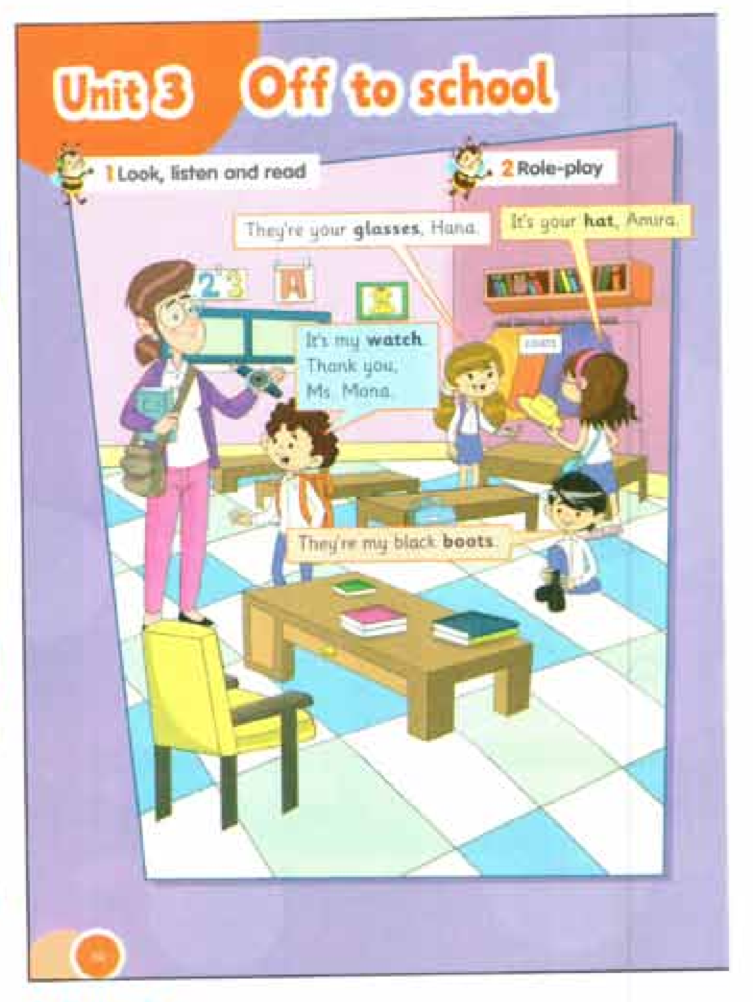
1 Teach the clothes vocabulary using dressing up clothes or flash cards. Get students to repeat the words after you.
2 Get students to repeat and point as you say the clothing items.
3 Check understanding by mixing up the order and getting students to point and say.
4 Then point to each item of clothing in turn and let students say the words: *What's this?* Vary the order you point to the items. Model the response for students: *It's my shirt.*

1 Look, listen and read

1 Hold up your Student's Book, open at pages 30-31, and say *Open your books.*
2 Ask the students to look at the pictures and name any characters they recognize *(Hana, Amira, Youssef, Hany).*
3 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the items as they hear them.
4 Play the CD again, line by line. Ask students to repeat the words and point to the character who is speaking each time and the items of clothing as they hear them.

Audioscript

Amira: *They're your glasses, Hana.*
Hana: *It's your hat, Amira.*
Youssef: *It's my watch. Thank you, Miss Mona.*
Hany: *They're my black boots.*



2 Role-play

1 Divide the class into four groups and assign each group a part of the conversation. Read the conversation again as a class.
2 Then, put students into groups of five to act out the scene in the picture. Miss Mona does not speak, but students will take turns to play different roles so they will all have a chance to speak.
3 Go around the classroom, helping as necessary. Encourage students to take different roles.
4 Ask one or two groups to demonstrate their conversations to the class.

Extra practice

- Ask students if they know the English words for any other things they can see in the picture (table, book). Tell them to point and say.
- Practice the new instructions (Stand up/sit down) with the whole class, and then with individual students. Begin slowly at first and make sure all students are carrying out the instructions correctly. As students grow in confidence, give the instructions faster and faster and see if the class can keep up. This is also good language to play *Teacher says* (Games bank, page 107) with.



STUDENT'S BOOK page 31

1 Listen, point and say

1 Hold up your Student's Book and point to Exercise 1 on page 31.
2 Say *boots*, *dress*, etc. and make sure students are pointing to the correct pictures.
3 Say *Listen*. Play the CD and demonstrate pointing to the first item. Get students to join in.
4 Play the CD again, word by word, and ask students to point and repeat.

Audioscript

Narrator:
boots dress glasses hat coat shirt watch clothes

Extra practice

- Play the CD, word by word again, and this time tell students to find and point to each of the clothing items in the picture in Exercise 1 and repeat the word.
- Put students into pairs to do the same activity. Student 1 names a piece of clothing; Student 2 finds it in the picture in Exercise 1, points to it and names it, then swap over.
- Monitor students as they work and encourage and help them as needed.

2 Listen, read and number

1 Ask students to look at the pictures.
2 Now, tell them to listen to the audio and read the sentences.
3 Check that they are pointing to the correct text as they listen.
4 Play the audio again and ask students to listen and write the number of the correct text next to each picture. Do the example as a class.
5 Help students to check their answers in pairs.

Audioscript

Narrator: *1 It's my watch. It's brown. I like my watch!*
2 They are my glasses. I wear them when I read.
3 Look! It's my hat. It's yellow. I like to wear my hat in the summer.
4 Look at your boots. They're red.
5 Your coat is blue. You wear it in the winter.
6 My shirt is green and black. I like it.

Answers:

3 1 5 6 4 2

3 Sing

1 Tell students to listen to a song about clothes.
2 Play the song and ask students to point to the clothes on the page as they hear each item.
3 Now, play the song again verse by verse. Get students to say the clothes as they listen.
4 Then, play the song again and encourage them to join in a verse at a time and sing along. Tell them they can use the pictures to remind them which clothes items are in which verse.
5 Tell students to sing together as a class and point to the clothes as they sing.
6 Now, play the audio with just the music for students to sing along and do the actions. Prompt as needed and give praise.

Audioscript

Clothes, clothes, can you see?
Clothes for you and clothes for me.
It's my watch.
It's your watch!
It's my hat.
It's your hat!

Clothes, clothes, can you see?
Clothes for you and clothes for me.
It's your coat.
It's my coat!
It's your shirt.
It's my shirt!

Clothes, clothes, can you see?
Clothes for you and clothes for me.
They're my boots.
They're your boots!
They're my glasses.
They're your glasses!

Closing

- Choose some confident students to come to the front to show something they are wearing and say *It's my shirt*, etc.
- Say *Next, we will practice counting items.*

Unit 3

LESSON 2 pages 32-33

Objectives:	To practice counting items To ask questions using *How many?* To record information on a bar chart
Vocabulary:	*pairs of boots, dresses, glasses, hats, clothes, coats, shirts, watches, clothes shop*
Language:	*How many hats are there? There are four.*
CLIL:	Math
Materials:	Student's Book pages 32 and 33 Class CD Dressing up clothes or flash cards: boots, dress, glasses, hat, clothes, coat, shirt, watch Flash cards: numbers 1-20, colors Colored pencils or crayons

Opener

- Review numbers 1-20 with flash cards and also number of items around the classroom e.g. *Find 6 bags please, class!*
- Play a quick game: show a flash card with a number and ask students to tell you the next number to the one on the flash card (so if you have 4, students say 5, etc).
- Practice the items of clothing with the class. Tell the class that when you point to an item of clothing, they must name it. Begin slowly, then get faster. When the class is confident, ask individuals to name the clothing items in the same way.

Presentation

1 Do a simple addition either with flash cards or magnetic numbers if you have any. Better still, use small objects like pencils or sharpeners so students can see the *How many?* physically. Say 2 *and* 2, *how many?* Elicit *4*.

2 Practice saying *How many?* Then put either flash cards or numbers of objects around the class – 2 pens, 3 rulers, a book and ask students to look and find and tell you how many there are. A bonus point if they can give you the name of the object but the important thing is securing the concept of *How many*.

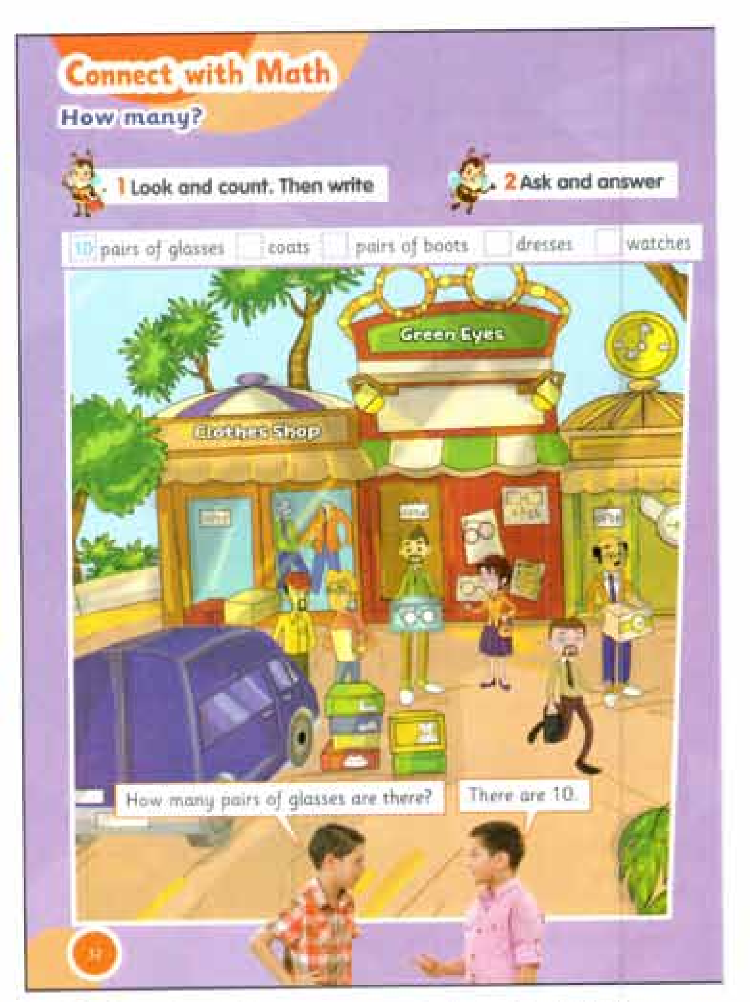
3 Now, check understanding in pairs. Ask students to look in pencil cases and find some items. Then, say *How many* to their partner, asking and answering, and then swapping several times.

4 Monitor and help out as needed, making sure that all have grasped the concept and are secure with both counting and number pronunciation.

STUDENT'S BOOK page 32

1 Look and count. Then write

1 Show students page 32 and get them to find it in their books. Ask them what they can see in the picture (shops, glasses, watches, boots).



2 Ask them what clothes they can see and say *How many?* Elicit *glasses, boots, dresses, watches, shoes* and encourage students to respond with *There are…* .

3 Ask students to work in pairs to count the items and write the numbers in the correct spaces at the top of the page.

4 Go around the class as they work, monitoring and helping as necessary.

5 Check answers as a class.

Answers:

coats [2]
pairs of boots [1]
dresses [1]
watches [2]

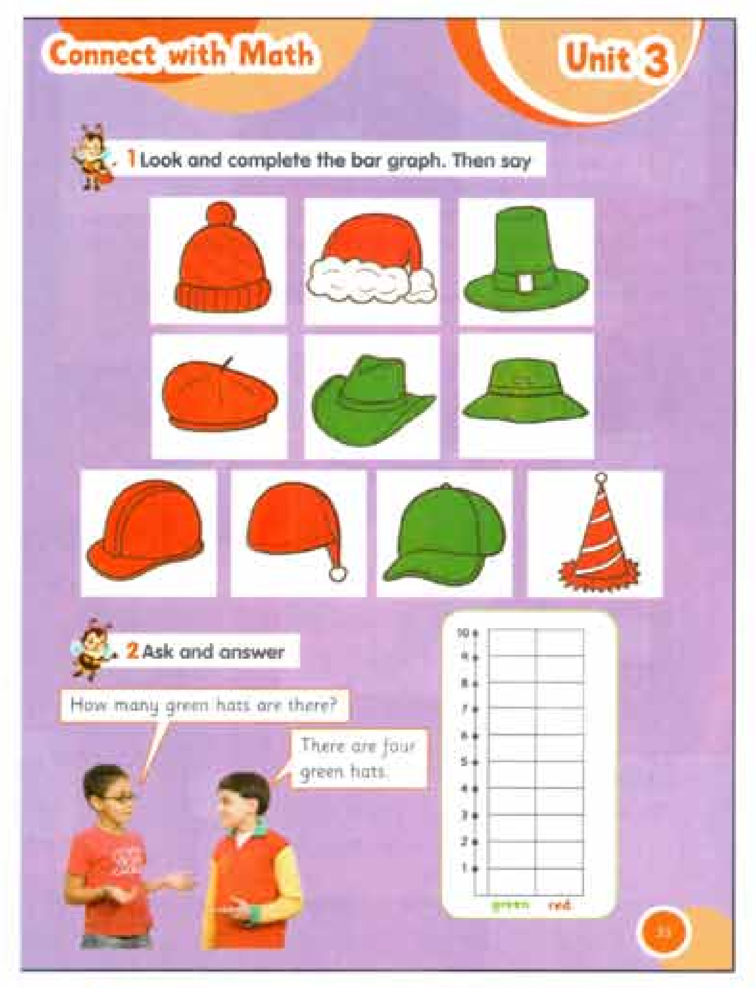
2 Ask and answer

1 Show students the speech bubbles and model this with a confident student.

2 Put students in pairs and ask them to look at the picture and take turns asking and answering *How many* and *There are* for all the target vocabulary.

3 Monitor and check all are on task. Give help as needed.



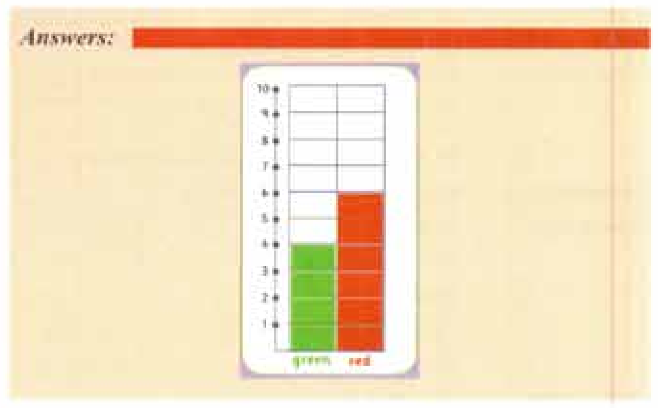


STUDENT'S BOOK page 33

1 Look and complete the bar graph. Then say

1 Using flash cards or crayons/colored pencils to practice all known colors. Ask students to point and say as you show the colors in random order. Vary the speed to make it fun.
2 Help students find page 33.
3 Ask students to count how many red and how many green hats there are. They can do this on their own first, then ask *How many green hats are there?* and answer *(There are (four) green hats)* in pairs.
4 Now, point to the bar chart and point and elicit the color names. Tell students they need to count the green hats and then color in the correct number of squares on the graph. Demonstrate this with your book so all know what to do.
5 Then, ask them to do the same for the red hats.
6 Check answers as a class. Then, practice the sentences *There are four green hats.* and *There are six red hats.*

Answers:



2 Ask and answer

1 Show students the speech bubbles and model this with a confident student.
2 Put students in pairs and ask them to look at the bar chart and take turns asking and answering *How many (green/red) hats are there* and *There are four green/ six red hats.*
3 Monitor and check all are on task. Give help as needed.

Practice game

- Ask students to find items in the classroom. For example, say *pencil* and ask students to hold up pencils.
- Gradually extend the activity by asking how many of each item there are, e.g. *How many yellow pencils are there?*

Closing

- Choose some confident students to come to the front in pairs and ask and answer about some items. For example, give 1 child three green crayons. Their partner should ask *How many green crayons are there*? and they should answer *There are 3*, etc. Praise their efforts.
- Open Student's Book pages 34 and 35. Ask students to guess what the next lesson will be about. Do not agree or disagree with their answers. Say that students will check their answers in the next lesson.

Unit 3

LESSON 3 pages 34-35

Objectives:	To read a passage about someone's day To read and complete a passage about your own day To recognize correct classroom behavior
Vocabulary:	*draw, write, listen, go home*
Language:	*Sit down, please.* *Listen to the CD.* *Draw a picture.* *Stand up, please.* *Write your name.*
Life skills:	Self-management: Following classroom instructions
Materials:	Student's Book pages 34 and 35 Class CD A toy clock Colored pencils or crayons

Opener

- Remind students of the classroom commands with a quick game of *Stand up, sit down* (Games bank, page 107).

Presentation

1. Use a toy clock to remind students about telling the time in English. Practice o'clock times.
2. Use the clock to teach 1.30, 2.30, 3.30, etc.
3. Use calling sticks to choose a student to come to the front. Say a time and ask the student to set that time on the clock. Encourage other students to help if necessary. Repeat this with several students.

STUDENT'S BOOK pages 34

1 Look, listen and read

1. Help students find page 34.
2. Ask students to look at the picture. Get them to tell you what the picture shows.
3. Present the new verbs by drawing on the board for *draw*, writing on the board or in the air for *write* and cupping a hand to your ear (as for CD listening) for *listen*.
4. Tell students they are going to listen and read.
5. Play the CD and ask students to follow and point as they hear the words.
6. Play again and get students to listen and read, following the CD as they do.
7. Monitor and check all understand and are on task.

Reading

In the classroom



1 Look, listen and read

This is my school in Suez. We go to school early. We sit down to start our lessons. We listen to our teacher, Mrs. Hadeer. It's time for our art class. I draw two trees and a flower.
We stand up to say goodbye to our teacher. We go home at 2.30 pm. At six o'clock, I do my homework.





2 Write about yourself

This is my school in .... I start school at .... I .... to my teacher. I like to draw .... in my art class. At ...., I go home.

This is me.

34

Audioscript

This is my school in Suez. We go to school early. We sit down to start our lessons. We listen to our teacher, Mrs. Hadeer. It's time for our art class. I draw two trees and a flower.
We stand up to say goodbye to our teacher. We go home at 2.30 pm. At six o'clock, I do my homework.

2 Write about yourself

1. Read the gapped text with the class. Then, read sentence by sentence and elicit some possible responses for each gap.
2. Ask students to write their own answers in the gaps to complete the text.
3. Students can draw a picture of themselves in the box.

Students' own answers

Fast finishers

- Encourage fast finishers to read their completed text to another student and compare their answers.




Life skills

Unit 3

1 Listen, read and number

Sit down, please.

Listen to the CD.

Draw a picture of yourself.

Stand up, please.

Write your name.

2 Role-play with a partner

3 Write in the correct order

1 ....
2 ....
3 ....
4 ....
5 ....

Self-management: Follow classroom instructions

STUDENT'S BOOK page 35

1 Listen, read and number

1 Ask students what classroom commands they remember and elicit *Sit down, draw, listen, stand up, write*.
2 Get students to look at the pictures, and read the commands.
3 Tell students they are going to listen to the audio and listen to the numbers to put the pictures in the correct order.
4 Play the audio. Pause after each sentence. Students listen for the numbers and write them on the correct picture.
5 Play again so students can check answers.

Audioscript

1 Draw a picture of yourself.
2 Sit down, please.
3 Write your name.
4 Listen to the CD.
5 Stand up, please.

Answers:

1 Draw a picture of yourself.
2 Sit down, please.
3 Write your name.
4 Listen to the CD.
5 Stand up, please.

2 Role-play with a partner

1 Put students into pairs.
2 Ask them to role-play the situations, taking turns to be the teacher and the student.
3 Go around the classroom as they work, monitoring and helping as necessary.
4 Ask some confident pairs to show their role-plays to the class.

3 Write in the correct order

1 Point at Exercise 1 again and elicit the sentences in the order that students heard them on the audio recording.
2 Ask students to write the sentences in the correct order 1-5.
3 Go around the classroom as they work, monitoring and helping as necessary. Praise neat handwriting.

Answers:

1 Draw a picture of yourself.
2 Sit down, please.
3 Write your name.
4 Listen to the CD.
5 Stand up, please.

Extra practice

- Make the phrases into a chant by adding some beat or a rhythm (as the children will naturally respond to this) and add TPR (pretending to sketch for draw, writing for write, cupping hand behind ear for *listen*) and get students to perform this with you. This would make a nice piece to perform to parents.

Closing

- Play *Be teacher* (Games bank, page 104).
- Say *Next, we will learn some new sounds.*

LESSON 4 pages 36-37

Objectives:	To learn the digraphs sh and ar To hear and find words with the /ʃ/ and /a:/ sounds To write words with *sh* and *ar* To count syllables in words
Vocabulary:	*fish, sharpener, shark, trash, shop, sheep*
Materials:	Student's Book pages 36 and 37 Flash cards: fish, sharpener, shark, trash, shop, sheep Class CD Paper for the *Fast finishers* activity
Phonics cards:	sh, ar, fish, sharpener, shark, trash, shop, sheep, car

Opener

- Show the shoes and shirt flash cards. Ask what the sound at the beginning of the words is. Elicit /ʃ/.
- Can they think of any other words with *sh*? Show students how to pronounce /ʃ/.
- Repeat the procedure for the digraph /a:/.

Presentation - the /ʃ/ and /a:/ digraphs

1. Hold up the fish flash card and ask *What's this?* Elicit *fish*.
2. Go through the rest of the flash cards, getting students to listen and repeat after you.
3. Write the digraph *sh* on the board.
4. Stick the flash cards around the digraph on the board and run through them again, getting students to say the words.
5. Now, call one of the sh words and get a student to come and point to the correct flash card. Check all are following and ask *'Is (name) correct?'*, letting other students have a turn.
6. Repeat the procedure for the digraph /a:/.

STUDENT'S BOOK page 36



1 Write sh

1. Help students find page 36.
2. Get students to look at the pictures.
3. Ask them to point and say the *sh* words.
4. Air write the *sh* and get students to follow you and then do it for themselves.
5. Then trace the *sh* with a finger and finally write it.
6. Monitor and check all can do this.

Answers:

2 **sh**arpener	3 **sh**ark	4 tra**sh**
5 **sh**op	6 **sh**eep	

2 Listen and repeat

1. Tell the class to listen and point to the pictures as they hear them.
2. Play the CD.
3. Monitor and play again so students can repeat.

Audioscript

/ʃ/, fish
/ʃ/, sharpener
/ʃ/, shark
/ʃ/, trash
/ʃ/, shop
/ʃ/, sheep

3 Read and circle ar. Then say

1. Get students to look at the pictures. Can they see any words with *ar*? Elicit the words *sharpener, shark*.
2. Ask students to work in pairs to circle *ar* in each word. Encourage them to say the words again as they work.
3. Monitor and assist as needed.


Answers:

shark
sharpener
car



STUDENT'S BOOK page 37

1 Look and write. Then say

1. Help students find page 37.
2. Get them to look at the pictures.
3. Go through and point and say the words, getting students to join in.
4. Get students to write *sh* and *ar* in the air.
5. Read the words and make sure students can match them to the pictures.
6. Then, get students to copy the correct words under the pictures.
7. Monitor and make sure all can do this. Check hand positions for writing and help as needed.
8. Encourage students to say the words as they write them.

Answers:

2 car
3 T-shirt
4 fish
5 shark
6 shirt

2 Read and sort

1. Go through the words on the page and clap the syllables out.
2. Do this through once, then get students to do it with you.
3. Then, ask *How many syllables? One, two or three?*
4. Get students to fill in the table. Remind them to clap the syllables out if they're not sure.

Answers:

one syllable: shirt, car, shark
two syllables: T-shirt
three syllables: sharpener



Fast finishers

- Students can make a *sh* or *ar* poster to be displayed on the wall. They write and decorate a large *sh* or *ar* on the page and draw pictures to match the digraph sound (shoe, shop, shout, sharpener, car).
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

- Play *Circle it* (Games bank, page 104).
- Write some words students know from earlier units on the board and the sound /ʃ/.
- Ask for a students to come to the board and circle words with /ʃ/.
- Write some of the words with missing letters for students to complete to add challenge.
- Repeat the same with words with the *ar* digraph.

Closing

- Get students to tell you *sh* and *ar* words they remember.
- Show the *sh* and *ar* flash cards (sharpener, shoes, fish, shirt, shark, car) and elicit the words. Mix in some other sounds (including *s* and *h*) for discrimination. Say *sh*? And students say *yes* or *no*.
- Ask students to open their Student's Book on page 38 and try to guess the next lesson's focus. Accept all answers for now.

LESSON 5 pages 38-39

Objectives:	To learn about jobs people do at school
Vocabulary:	*carpenter, nurse, gardener, cleaner, shape, cone, cube, sphere, pyramid, cylinder*
Values:	Respect: People who help at school
CLIL:	Connect with Social Studies: Jobs Connect with Math: Shapes
Materials:	Student's Book pages 38 and 39 Flash cards: carpenter, nurse, gardener, cleaner; cone, cube, sphere, cylinder, pyramid Coloring pencils or crayons Optional: 3D shapes: cone, cube, sphere, cylinder, pyramid

Opener

- Greet the class and get them to greet you back. Tell them to think about the people who keep the school clean and look after the building.
- Elicit who helps in school.

Presentation

1 Present the new vocabulary using the flash cards, repeating more difficult words (gardener, carpenter) several times and getting students to repeat.

2 Put them on the board and call out a job (a nurse, for example). Get a student to come and point to the correct card. Do this several times.

STUDENT'S BOOK page 38

1 Look, listen and complete

1 Help students to find page 38.
2 Direct students to the pictures. Ask what the people do.
3 Explain that you are going to play the CD. Ask students to listen and point to the correct picture.
4 Play the CD, sentence by sentence. Ask students to repeat the words and point to the person who is speaking each time. Do this twice.
5 Then, ask students to listen once more and complete each of the sentences with the name of the job.

Audioscript

Boy 1: *A carpenter makes tables and chairs for school.*
Girl 1: *A nurse makes me healthy for school.*
Boy 1: *A gardener looks after the school garden.*
Girl 1: *A cleaner cleans the school.*



Answers:

2 nurse
3 gardener
4 cleaner

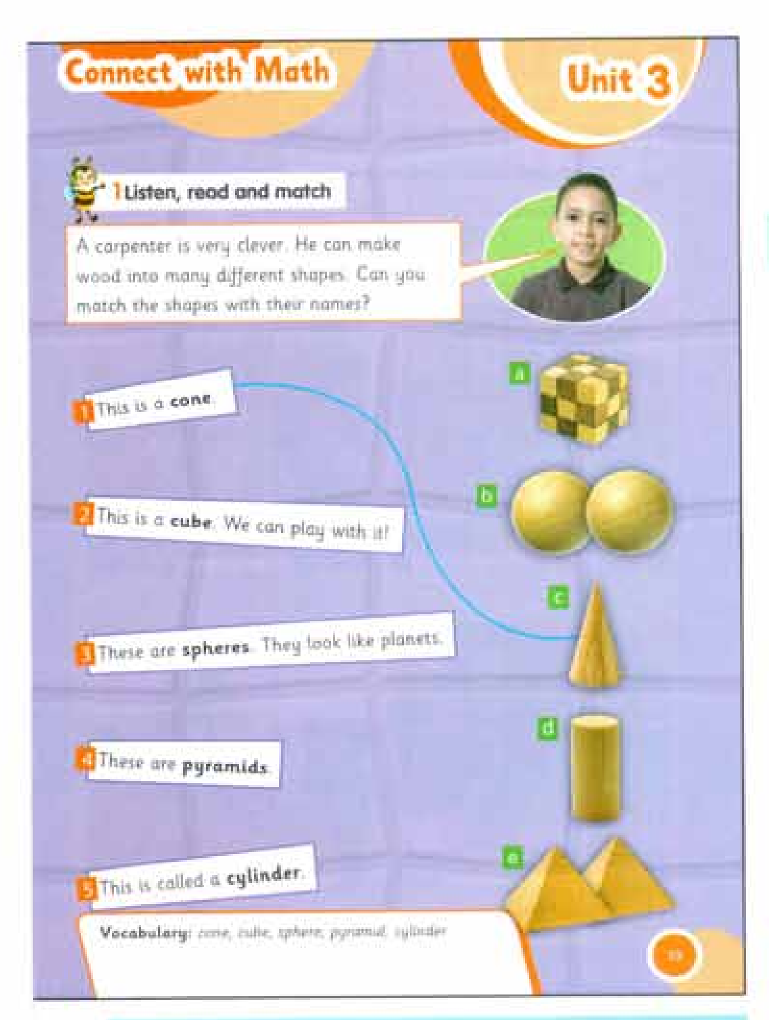
Extra practice

❑ Play the CD again and add actions for each job (sawing/ putting a thermometer in a mouth/watering/ sweeping up) and ask students to mime the action as they hear the job.

2 Trace and complete

1 Read the gapped text with the class. Elicit some possible responses to fill in the gaps.
2 Ask students to trace the letters and write their own answers in the gaps to complete the text.

Students' own answers



STUDENT'S BOOK page 39

1 Listen, read and match

1 Use flash cards or real 3D shapes to present the new language.
2 Encourage students to spot other 2D shapes on the surface of the 3D shapes, for example, you can count the square sides of a cube and note that there is a circle at the end of each cylinder.
3 Hold up your book. Point to Exercise 1 on page 39.
4 Point to the first picture. Ask *What is it?* Elicit *It's a cube*. Repeat for all the pictures.
5 Play the first part of the audio (the speech bubble) and check that students all understand what they have to do.
6 Play the audio, pausing after each sentence. Ask students to point at the sentence as they hear it.
7 Then play the audio again, pausing after each sentence to allow time for students to match the sentences with the pictures.
8 Check answers as a class.

Audioscript

A carpenter is very clever. He can make wood into many different shapes. Can you match the shapes with their names?
1 This is a cone.
2 This is a cube. We can play with it.
3 These are spheres. They look like planets.
4 These are pyramids.
5 This is called a cylinder.

Answers:

2 – a
3 – b
4 – e
5 – d

Practice game

- Use the flash cards to play *Point to the card* (Games bank, page 106).

Closing

- Remind students about the people who work in the school. Discuss how students can help them by keeping the school as clean and tidy as possible. Encourage students to tidy the classroom particularly well today and to say *thank you* to the cleaner, gardener, nurse, etc. when they see them.
- Say *Next lesson, we will draw and color our favorite clothes.*

Unit 3

LESSON 6 pages 40-41

Objectives:	To create pictures and sentences about my favorite clothes To work together and share resources, taking turns To present to others in the *Show and Tell* To practice the language of the unit
Language:	*This is my favorite dress. It's red.*
Materials:	Student's Book pages 40 and 41 Flash cards: colors Coloring pencils or crayons Drawing paper

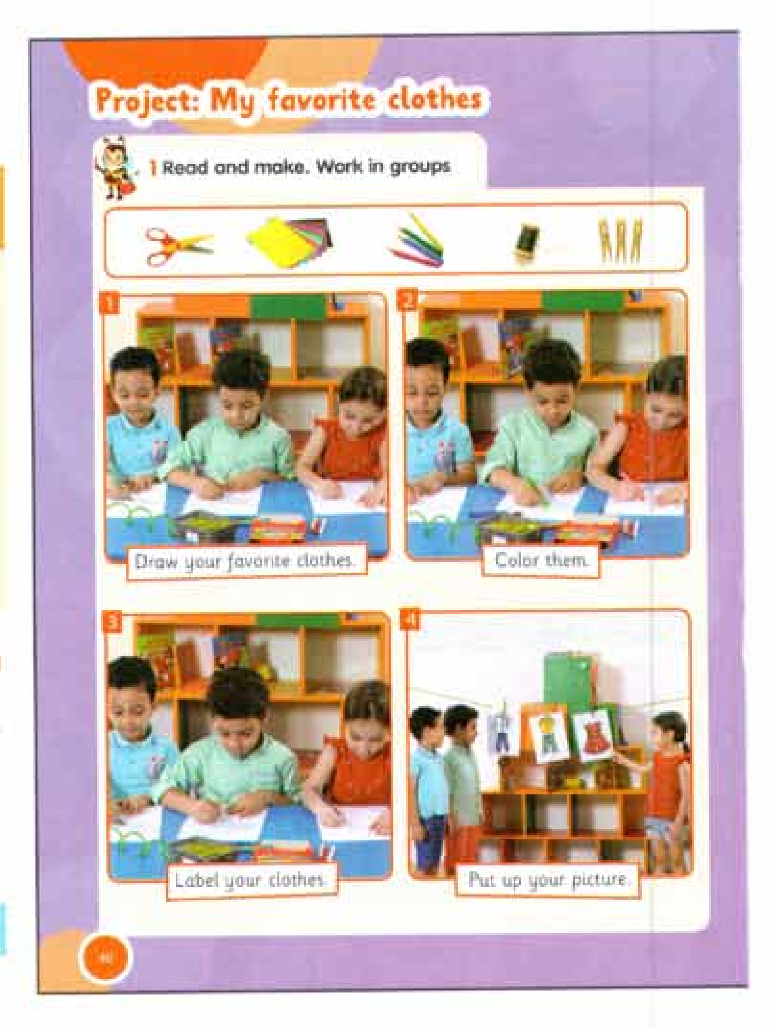
Opener

- Use flash cards to review colors.
- Encourage students to use colors to describe the clothes they are wearing.
- Ask students to think about their favorite clothes. Elicit some ideas and put them on the board. If you can, draw them simply and label them, or get students to try and draw them and label them for them.

STUDENT'S BOOK page 40

1 Read and make. Work in groups

1. Hold up your book. Get students to find page 40 with you.
2. Ask them what's happening in the pictures and then read the captions with the class and tell them they are going to make their own pictures.
3. Give out crayons, coloring pencils and paper.
4. Make sure everyone knows what to do. Monitor and help as needed.
5. Once everyone has colored their drawing, help with any unknown words, writing them on the board. You could also do a couple of example sentences to give ideas and structure.
6. Remind students to write neatly and tell them their projects are going to be displayed.
7. Praise all efforts.
8. You could make a wall display or use some washing line and pegs to hang the pictures above where students have a snack or line up so you can say *What are (Youssef's) favorite clothes?* You can use this display for review and reinforcement.





Show and tell

Unit 3

1 Show and tell

Language: *They're my favorite pants. They're blue.*

Self Assessment

Read and color the stars that describe your effort

Vocabulary	I can read about clothes and jobs with the help of my teacher. ☆	I can read about clothes and jobs. ☆☆	I can read and write about clothes and jobs. ☆☆☆
Phonics	I can read words with sh and ar letter sounds with the help of my teacher. ☆	I can read the words with sh and ar letter sounds on my own. ☆☆	I can read other words with the sh and ar letter sounds on my own. ☆☆☆
Life skills / Values	I rarely help at school. I can follow classroom instructions with the help of my teacher. ☆	I follow classroom instructions. I respect all jobs at school. ☆☆	I help my friends follow classroom instructions. I respect all jobs and help at school. ☆☆☆
Science /Math	I can count some items in a picture. I can read words that describe different geometric shapes with the help of my teacher. ☆	I can count all items in a picture. I can read words that describe different geometric shapes on my own. ☆☆	I can ask and answer on the number of items in a picture. I can use geometric shapes to describe different objects. ☆☆☆
Project	I had problems working with friends to make my favorite clothes display. ☆	I worked with my group to make a favorite clothes display. ☆☆	We helped each other to make a favorite clothes display. ☆☆☆



STUDENT'S BOOK page 41

1 Show and tell

1 Model the language of the unit and show one of the students' clothes pictures, saying *This is (name)'s favorite (dress). Her (dress) is red and blue.*
2 In pairs, get students to show and tell about their clothes. Monitor and help as needed.
3 Get students to present to groups of 3 or 4 and allow students who want to present to the class to show and tell about their clothes pictures.
4 Praise all efforts and say *Well done everyone!*

Extra practice

❑ You could have a day when everyone comes in their favorite clothes (before a holiday for instance) and get students to talk about what they are wearing.

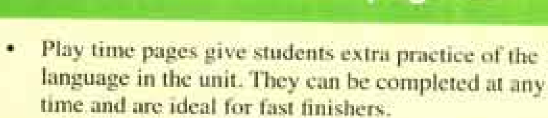
Self Assessment

Read and color the stars that describe your effort

1 Point to the *Vocabulary* picture. Ask students to say some of the words they learned in the unit (clothes, colors, 3D shapes).
2 Read each of the 3 options for the *Vocabulary* section with the class. Ask students which description best fits them. Explain that it is not a problem if they think the first sentence fits them best, but it just means that they need more practice and to put in a little more effort.
3 Ask students to color the stars in the box which they chose.
4 Do the same with the other sections. Monitor and check students are on task.

Closing

- Remind students of the clothes they know with flash cards and TPR if students are wearing any target clothes like T-shirts. Call out the clothing and get students to touch or point to them. You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
- Say *Now you can talk about your clothes. You can talk about the people who help us at school. You can show us your favorite clothes.*
- Praise students for their hard work on Unit 3.



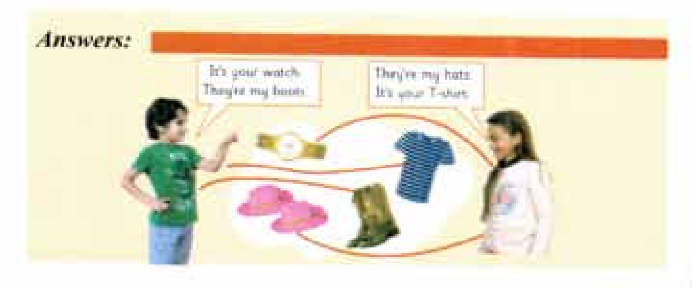
PLAY TIME page 42

- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Read and match

1 Help students find page 42.
2 Read the captions with your students. You could act it out with a confident student, particularly if you have any dressing up clothes. This make it fun and memorable.
3 Now, get them to read and match the words and the items.
4 Monitor and check all can do this.

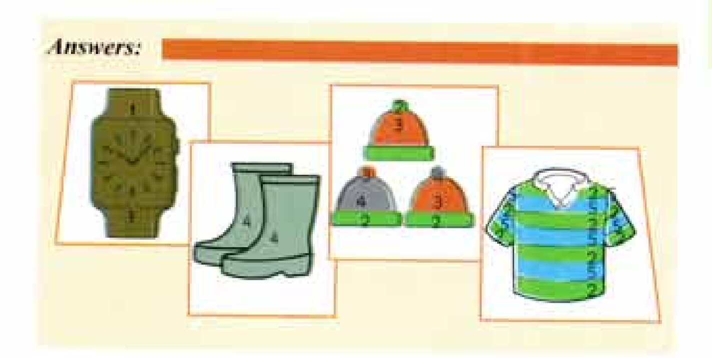
Answers:



2 Look and color by number

1 Once they have matched words and pictures correctly, get students to look and color according to the correct number. Run through these to check all know 1 is brown, etc.
2 Monitor and give praise.

Answers:



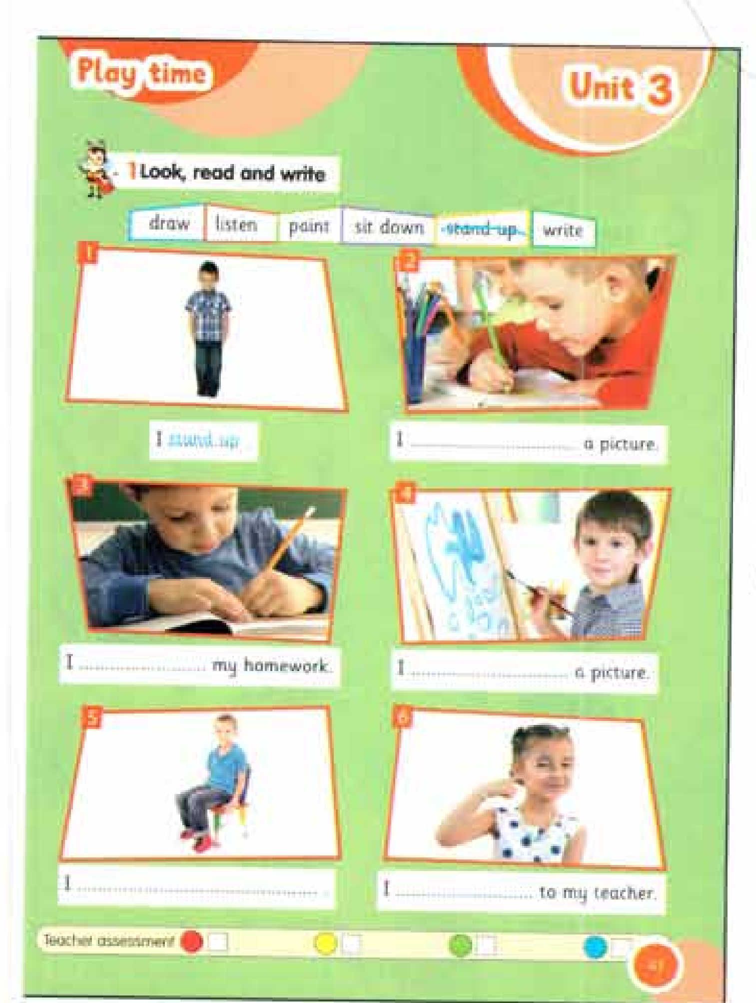


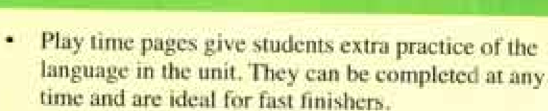
Fast finishers



- Get students to talk in pairs about their completed pictures: *It's my brown watch*, etc.



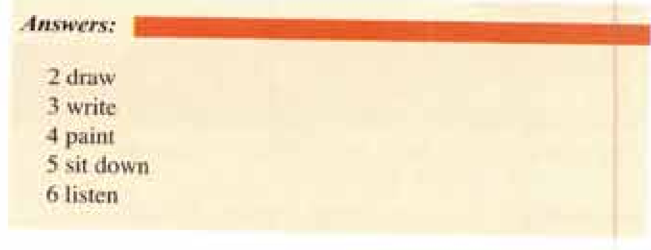




- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, read and write

1. Quickly do a TPR activity and get students to mime write/ draw/listen, etc.
2. Help students find page 43.
3. Go through the pictures and elicit what they show.
4. Then read the words and get students to point to the correct picture.
5. Get them to copy the words under the correct picture.
6. Monitor and help as needed. Give praise for correct answers and neat writing.



Answers:

2 draw
3 write
4 paint
5 sit down
6 listen

Teacher Assessment

- Fill in the *Teacher Assessment* section based on how well the student has understood the content of the unit. If students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction for help.



LESSON 1 pages 44-45

Objectives: To revise the vocabulary and language from Units 1-3

Vocabulary: *parents, cousin, grandma, grandpa, grandparents, child/children, friends; Good morning, Good afternoon, Good evening, Good night; arm, face, foot/feet, head, leg, tooth/teeth, beak; boy, girl; smell, touch, see, hear, taste, boots, dress, glasses, hat, clothes, coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen*

Materials: Student's Book pages 44 and 45
Flash cards: *parents, cousin, grandma, grandpa, grandparents, child/children, friends; Good morning, Good afternoon, Good evening, Good night; arm, face, foot/feet, head, leg, tooth/teeth, beak; boy, girl; smell, touch, see, hear, taste; boots, dress, glasses, hat, clothes, coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen*
Class CD

Opener

- Welcome children with a smile.
- Revise the vocabulary from Units 1–3 with a game of *Guess the picture* (Games bank, page 105).

STUDENT'S BOOK page 44

1 Listen and say

1 Help students to find page 44.
2 Ask students *Who can you see?* Point to Busy Bee and ask *Who is this?* (Busy Bee).
3 Then ask students to name as many of the pictures as they can.
4 Point to number 1 and ask *Who's this?* (parents).
5 Then tell them to listen and say.
6 Play the CD. Say *Listen and say.*
7 Play the first word. Ask students to say the number of the picture. Check by playing the example answer.
8 Continue to play word by word, pausing to allow students to say the number of the picture.
9 After the word *watch*, the exercise changes. Students should listen to the number and say the word. Play the example answer and check that students understand the task.
10 Then, continue playing the audio, pausing for students to answer.



Audioscript

Narrator:	*Dress*
Children:	*Number three!*
Narrator:	*Grandpa*
	Legs
	Glasses
	Friends
	Hat
	Parents
	Face
	Watch
Narrator:	*Number twelve*
Children:	*Coat!*
Narrator:	*Number six*
	Number ten
	Number two
	Number eleven
	Number thirteen




Review 1

Reading

1 Read and match

a I have a brown coat. 4

b There are six girls.

c I'm a boy.

d It has four legs.

e These are my cousins.

f These are my boots.

Revision of vocabulary and language from Units 1-3

45

Answers:

Grandpa - 8
Legs - 14
Glasses - 5
Friends - 4
Hat - 15
Parents - 1
Face - 7
Watch - 9
Number six - gray
Number ten - feet
Number two - arm
Number eleven - brown
Number thirteen - Grandma

2 Ask and answer

1 Put students into pairs to test each other in the same way. One student should say a number and the other should say the word which is in that picture. Encourage students to take turns.
2 Go around the class as they work, monitoring and helping as necessary.
3 Then, ask them to practice in a slightly different way, so one student says a word and the other says the number of the picture. Continue to monitor and praise their efforts.

STUDENT'S BOOK page 45

1 Read and match

1 Point to each of the items on the page and ask *What is this?* to elicit as much information as students can tell you about the pictures.
2 Hold up your book and point to the sentences at the bottom of the page. Read the first sentence with the class.
3 Elicit that the sentence matches picture 4 and show students that there is 4 written in the box as an example.
4 Read out the rest of the sentences, or if you have confident students who are good readers let them read them out.
5 Get students to read the sentences and match them to the pictures, writing the picture number in the space next to the sentence.
6 Get students to check their answers in pairs.
7 Go around the classroom, encouraging the students and helping where necessary.

Answers:

1 - c I'm a boy.	2 - d It has four legs.
3 - f These are my boots.	4 - a I have a brown coat.
5 - e These are my cousins.	6 - b There are six girls.

Fast finishers



- Students read out the sentences and ask and answer *What's this? It's a boy*, etc.

Practice game

- Play *Snap* (Games bank, page 106) using flash cards to practice all vocabulary in this review lesson.

Closing

- Remind students about what they have learned.
- Explain that in the next lesson they will revise the sounds.
- Say *Well done*!



LESSON 2	pages 46-48
Objectives:	To revise greetings and classroom commands To practice phonics (digraphs ch, sh, ar, ee, th and the letter sound i) To evaluate progress in Units 1-3
Vocabulary:	*Good morning, Good afternoon, Good evening, Good night, sit down, stand up, draw, write, listen*
Materials:	Student's Book pages 46, 47 and 48 Class CD Flash cards: Times of day, daily routine activities
Phonics cards:	*ch, th, sh, ar, i, ee*

STUDENT'S BOOK page 46



Opener

- Wave to the class and say *Good morning/Good afternoon* and get them to reply.
- Show the flash cards and say *Good morning/Good afternoon/Good evening/Good night.*
- Play *Point to the card* (Games bank, page 106).

Presentation

1 Write the greetings on the board with some letters missing. Use calling sticks to choose students to come to the board to fill in the letters. Encourage other students to help them.
2 Use flash cards to revise known daily routine activities.

1 Read and complete

1 Help students to find page 46. Point at Exercise 1.
2 Elicit what the pictures show.
3 Point to the first picture and read the sentence to the class. Ask *What do you do in the morning?* Accept all reasonable responses. Repeat the same procedure with the other pictures.
4 Explain that students should complete the sentences with their own ideas. They can look back through the book to find spellings if they need to.
5 Monitor and check all can do this.

Students' own answers





STUDENT'S BOOK page 47

Presentation

1 Review the digraph sounds ch/sh/th/ar/ee using flash cards (chips, sheep, thumb, etc.) and elicit the vocabulary from students, getting them to give you the sound as well if they can.
2 Write the digraphs on the board and get students to tell you what sound they make.

1 Say the sounds

1 Help students to find page 47. Point at Exercise 1.
2 Go over the sounds once more.
3 Get students to point and say the sounds.
4 Monitor and check all can do this.

2 Listen and complete

1 Ask what the pictures show.
2 Ask students to listen carefully to the CD. It will give them clues on what to write in the gaps.
3 Play the CD. Students just listen.
4 Play again and this time get students to fill in the gaps.
5 Monitor and check answers. Praise good work.
6 Play once more so students can check their answers.

Audioscript

Narrator: *1 There are three children on a beach.*
2 A carpenter makes a chair.
3 Touch your mouth.
4 The children have three chickens.

Answers:

1 **th**ree, **ch**ildren, bea**ch**
2 c**ar**penter, **ch**air
3 Tou**ch**, mou**th**
4 ch**i**ldren, thr**ee**, **ch**ickens

3 Circle and say

1 Ask what the pictures show.
2 Students look at the pictures and decide which sound the words in the pictures have within them.
3 Encourage them to work in pairs to say the sounds and circle the correct sound.
4 Monitor and check all are on task.
5 Check answers as a class.

Answers:

1 ar 2 th 3 ch

Fast finishers



- Get students to say the phrases in Exercise 2 as fast as they can (like tongue twisters).



STUDENT'S BOOK page 48

1 Tick what you can say

1 Hold up your book. Point to the family members. Elicit who the people are in the family. When students are confident that they know the words, they should put a check mark in the box.
2 Point to the body parts and ask students if they can name them. When students are confident that they know them, they should put a check mark in the box.
3 Hold up your book. Point to the clothes. Ask students to name them. Ask students if they know these words. When students are confident that they know the words, they should put a check mark in the box.
4 Point to the sounds. Elicit the sounds and ask students to say them. Can they think of words with these sounds? When students are confident that they know them, they should put a check mark in the box.
5 Say *Well done!* to the class.

Practice game

- In pairs, students play *Guess the word* (Games bank, page 105) to revise words and letters.

Closing

- Play *Word whispers* (Games bank, page 107) to revise all the known vocabulary.







PLAY TIME page 49



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and color

1. Remind students of family members and ask them who they think this might be (Grandma and grandchildren). You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
2. Elicit the colors students already know and those learned in Units 1-3 (brown, gray).
3. Ask students to color the drawing and say the colors as they do so.
4. Fast finishers could write labels for their coloring.
5. Monitor and check all are completing the task correctly.

Unit 4

LESSON 1 pages 52-53

Objectives:	To learn and identify different sports and equipment To use *can* for ability
Vocabulary:	*basketball, football, swimming, tennis; team, throw, kick, karate*
Language:	*Can you (play soccer)?* *Yes, I can./No, I can't.* *I can (play tennis).*
Materials:	Student's Book pages 52 and 53 Class CD Optional: outdoor space Sports flash cards or equipment: basketball, football, swimming, tennis, team, karate

Opener

- Say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name).
- Have a quick game reviewing classroom instructions from Unit 3. Say *stand up/sit down* and get students to do the actions and say the phrases as they do. Start off slowly and get quicker, varying the pace. This is also good for revision and a change of pace between activities, especially for a restless class.

Presentation

1 Teach the sports vocabulary using sports equipment or flash cards. Get students to repeat the words after you.
2 Then, get students to repeat and point as you say the sports equipment.
3 Check understanding by mixing up the order and getting students to point and say.
4 Now, present the verbs. Demonstrate (*throw the ball, kick the ball, hit the ball*, etc.) either with the sports equipment or mime using flash cards. If possible, this is best done outside, using sports equipment because this will help students remember the vocabulary.
5 Then, point to each item in turn and let students say the words: *What's this?* Vary the order you point to the items. Model the response for students: *I can throw a ball. Can you throw a ball?* Elicit *yes* or *no* from students.

STUDENT'S BOOK page 52

1 Look, listen and read

1 Hold up your Student's Book, open at pages 52-53, and say *Open your books.*



2 Ask the students to look at the pictures and name any characters they recognize (Hana, Amira, Youssef, Hany). Ask what the children are doing (playing football).
3 Cup your hand behind your ear and say *Listen.*
4 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the things they can do or play as they hear them.
5 Play the CD again, line by line. Ask students to repeat the words and point to the character who is speaking each time and the sport and the things they can and can't do as they hear them.

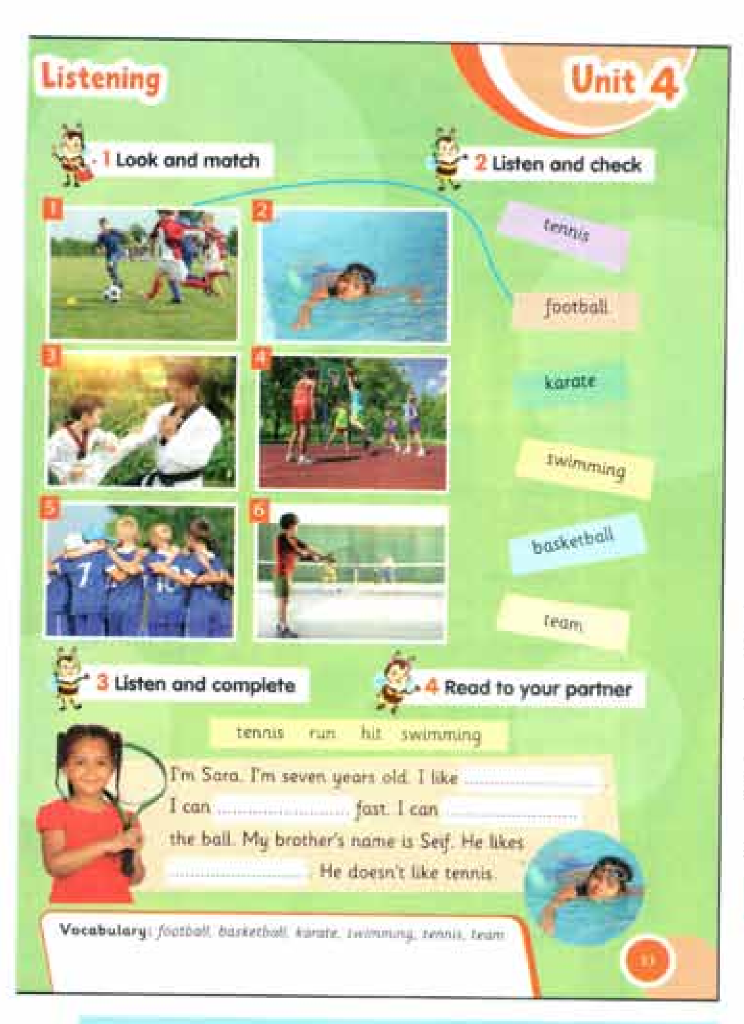
Audioscript

Narrator: *It's break time. The children are in the playground.*
Hany: *Can you kick the ball?*
Youssef: *No, I can't. It's hard.*
Boy: *We can help you. We are one team.*
Hana: *Can you throw the ball?*
Amira: *Yes, I can. I love basketball. It's fun.*

Extra practice

- Practice the new expression *Can you...? Yes I can./No, I can't.* with *throw, catch, kick*, etc. with the whole class, and then with individual students. Begin slowly at first and make sure all students understand and can mime the actions. As students grow in confidence, go faster and faster and see if the class can keep up. This is very good language to incorporate into a PE lesson.





STUDENT'S BOOK page 53

1 Look and match

1. Pre-teach unknown vocabulary (team, karate) using flash cards and/or mime. For instance, if you know any students who are in a school team, get them to stand at the front of the class and say *team*.
2. Show YouTube or similar clips of karate.
3. Write the sports names on the board (including football, swimming, basketball, tennis) and say them for students to repeat. This will help prepare them for Exercise 1.
4. Hold up your Student's Book and point to Exercise 1 on page 53.
5. Ask what sports they can see in the photos. Help and elicit *football, swimming, tennis, basketball*. Ask them if they can see *karate* and *team*. Ask them to show you by pointing.
6. Now ask them to match the photos to the words. If any students are unsure, remind them of the words you put on the board earlier.
7. Monitor and check all can match the words and pictures with understanding.

Answers:

2 swimming	3 karate	4 basketball
5 team	6 tennis	

2 Listen and check

1. Say *Listen*. Play the CD and get students to check if their guesses in Exercise 1 were correct.
2. Play the CD again for students to double check. Encourage students to point to the pictures as they listen.

Audioscript

1 football
2 swimming
3 karate
4 basketball
5 team
6 tennis

3 Listen and complete

1. Point to Exercise 3. Ask students to name the sport in the photo.
2. Say *Listen*. Play the CD and get students to follow the text with their finger.
3. Read the words in the wordbox together with the class.
4. Play the CD again, pausing after each gap for students to write in the missing words.
5. Play the audio one more time to check answers.

Audioscript

I'm Sara. I'm seven years old. I like tennis. I can run fast. I can hit the ball. My brother's name is Seif. He likes swimming. He doesn't like tennis.

Answers:

I'm Sara. I'm seven years old. I like <u>tennis</u>. I can <u>run</u> fast. I can <u>hit</u> the ball. My brother's name is Seif. He likes <u>swimming</u>. He doesn't like tennis.

4 Read to your partner

1. Read the complete text together with the class several times.
2. Then put students in pairs to read the text to each other.
3. Go around the class as they work, monitoring and helping as necessary.

Practice game

- Put students in pairs. Model with a confident student: *I can play football. Can you play football? Yes, I can./No, I can't.*
- Ask and answer in pairs, using the photos in Exercise 1. For 'team' say *in a team*.
- Monitor and help as needed. Some pairs will need more practice than others so you could ask some to just use the first four pictures.

Closing

- Play *I can* ... (Games bank, page 106) to revise the language of the lesson.
- Praise students for their progress.
- Say *Next, we will sing a song about sports.*

Unit 4

LESSON 2 pages 54-55

Objectives:	To identify different sports and equipment To talk about *can* for ability
Vocabulary:	*basketball, football, swimming, tennis; team; kick, hit, throw, karate, ball*
Language:	*This is my racket. I (kick/hit/throw) the ball. Can you …? Yes, I can.*
Materials:	Student's Book pages 54 and 55 Class CD Optional: Outdoor space Sports flash cards or equipment: karate, basketball, football, swimming, tennis; team; kick, hit, throw, ball

STUDENT'S BOOK page 54

Opener

- Review sports with flash cards. Ask everyone to think of a sport they can do and tell their partner. Model this first: *I can play basketball. Can you? Yes I can./No I can't.*

Presentation

1 Using mime and flash cards go over the new verbs (kick, hit, throw). Also, teach *racket* using the real object or a flash card.
2 Call out one of the new verbs and get students to mime the action.
3 Make sure everyone is joining in and knows what to do.

1 Listen, read and guess the name

1 Show students page 54 and get them to find it in their books.
2 Point to each of the pictures and ask *Who is it?* to elicit the character names.
3 Go through the pictures asking *Can he kick the ball? (Yes). Can she hit the ball? (Yes). Is it a racket? (Yes). Can she throw the ball? (Yes). Is it a ball? (Yes).*
4 Tell students they are going to listen to the audio and point to the correct picture.
5 Play the audio once, asking them to point to the pictures.
6 Then, play the audio again and ask them to check.
7 Play one more time to check answers. Prompt students to tell you what they hear to help decide which person it is.

Audioscript

Narrator:	*At the sports club we have lots of fun! We play, we jump, we skip, we run!*
Hany:	*I play football. I am number fifteen. I wear a white shirt and my shorts are green.*
Hana:	*I play tennis. I have a racket to hit. I hit the ball hard. I like to stay fit!*
Amira:	*I play basketball. Can you guess my name? I throw the ball in the basket, and my team wins the game!*


At the Sports Club

1 Listen, read and guess the name

At the Sports Club

At the sports club,
We have lots of fun!
We play, we jump,
We skip, we run!

I play **football**.
I am number fifteen.
I wear a white shirt
And my shorts are green.

I play **tennis**.
I have a **racket** to **hit**.
I hit the ball hard.
I like to stay fit!

I play **basketball**.
Can you guess my name?
I **throw** the ball in the basket,
And my team wins the game!

2 Circle the correct answer

1 Who throws the ball?	Hana	Amira
2 Who kicks the ball?	Hany	Hana
3 What does Hana hit the ball with?	her hand	her racket
4 Who plays basketball?	Hana	Amira

3 Sing

Vocabulary: kick, hit, throw, racket, ball
Language: This is my racket.
I (kick / hit / throw) the ball.

54


Answers:

Amira

2 Circle the correct answer

1 Point to Exercise 2. Read the first question and the answer choices together with the class. Elicit the answer.
2 Students continue the exercise with their shoulder partners.
3 Check the answers as a class.

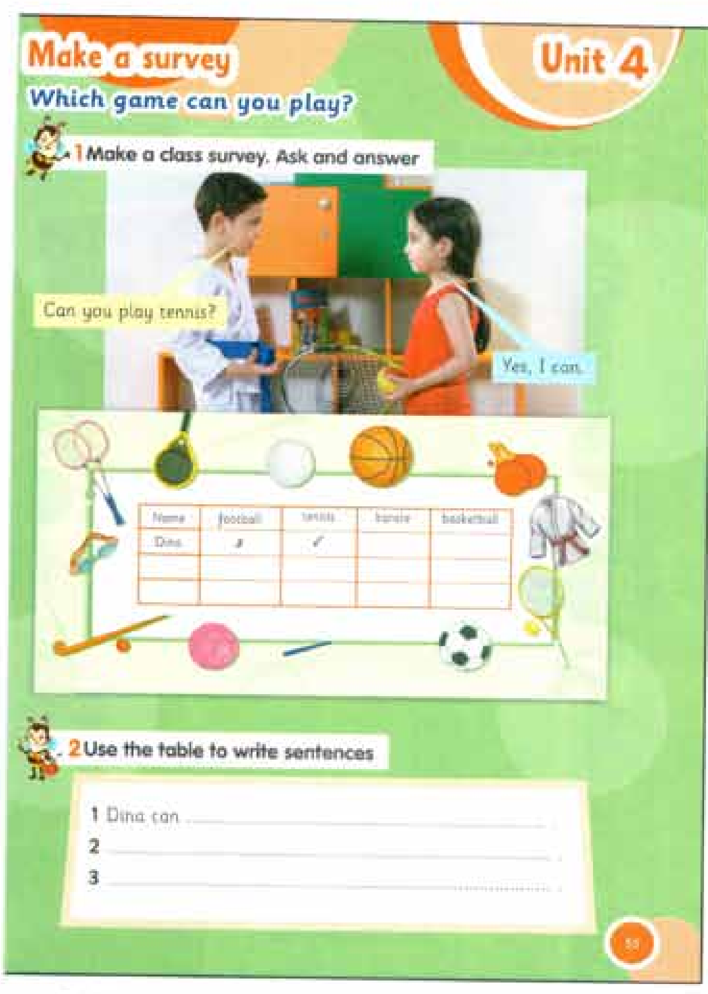
Answers:

1 Amira 2 Hany 3 her racket 4 Amira

3 Sing

1 Look at the pictures again and ask students to point to *racket, kick, ball, hit, throw*.
2 Play the song through and get students to listen. Play again and get them to do actions (kicking a ball, throwing to shoot the hoop, hitting the ball with a racket) as they hear the right part of the song.
3 Now, get them to join in, playing a verse at a time.
4 Put it all together, with students singing along and doing the actions as well. This will help them remember both the song and the vocabulary.




Make a survey

Unit 4

Which game can you play?

1 Make a class survey. Ask and answer

Can you play tennis?

Yes, I can.

Name	football	tennis	karate	basketball
Dina	x	✓		

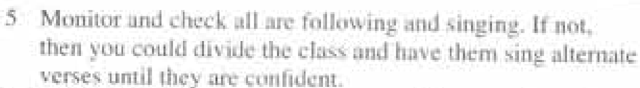
2 Use the table to write sentences

1 Dina can ....

2 ....

3 ....

55



5 Monitor and check all are following and singing. If not, then you could divide the class and have them sing alternate verses until they are confident.
6 Finally, play the version of the song without words and encourage students to sing along.

Audioscript

You kick the ball in football, in football, in football.
You kick the ball in football - well done to you!

I throw the ball in basketball, in basketball, in basketball.
I throw the ball in basketball, well done to me!

You hit the ball in tennis, in tennis, in tennis.
You hit the ball in tennis - well done to you!

STUDENT'S BOOK page 55

1 Make a class survey. Ask and answer

1 Using flash cards or the real sports equipment, quickly review sports (*tennis/football/karate/basketball*). Remind students that we *play* most sports but *do* karate.
2 Review *Can you…? Yes, I can/No, I can't.* Show the flash cards and ask different students *Can you play (tennis)?* And elicit *Yes, I can./No, I can't.*
3 Help students find page 55. Tell them to look at the children, then at the chart. Can they guess what they are going to do? (Talk to other students and make a class survey about sports).
4 Elicit or present the different sports written in the chart.
5 Show students how to tick or cross each column (say *Can you play tennis? Yes, I can./No, I can't.* and tick or cross accordingly).
6 Get students to mingle and ask and answer the *Can you…?* questions. Tell students to make sure they write the name of the student they are talking to, and to tick and cross each box.
7 Go around the classroom as they work, monitoring and helping as necessary.
8 Any students who finish quickly could add new sports and find the same students to ask.

Extra practice

- Ask students to say what other students can and can't do. Give them an example: *Dalia can play football, tennis and basketball. She can't do karate.*
- Encourage students to say who can and can't do which sport in pairs.
- Monitor and assist as needed.
- Ask a few confident pairs to demonstrate to the class.

2 Use the table to write sentences

1 Show students the first sentence beginning and refer them to the table in the book to elicit the end of the sentence (play tennis).
2 Encourage all students to write the answer to question 1 in their books.
3 Then ask students to write 2 more sentences, using information from their own charts. You may need to do some examples on the board first, showing both *can* and *can't*.
4 Monitor and assist as needed.

Students' own answers

Practice game

- Play *Mime it* (Games bank, page 105) to consolidate the sports words.

Closing

- Say *Well done. You sang a song. You did a survey. Next, we will learn some big numbers.*

LESSON 3 pages 56-57

Objectives:	To talk about your own abilities using *can* To count in 10s in English
Vocabulary:	*ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred; plus, minus*
Language:	*Ten plus ten is twenty.* *Fifty minus forty is ten.*
CLIL:	Connect with Math: Counting
Materials:	Student's Book pages 56 and 57 Class CD Optional: a football, a basketball, a tennis racket, a ball Flash cards: karate, basketball, football, swimming, tennis; ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

STUDENT'S BOOK page 56

Opener

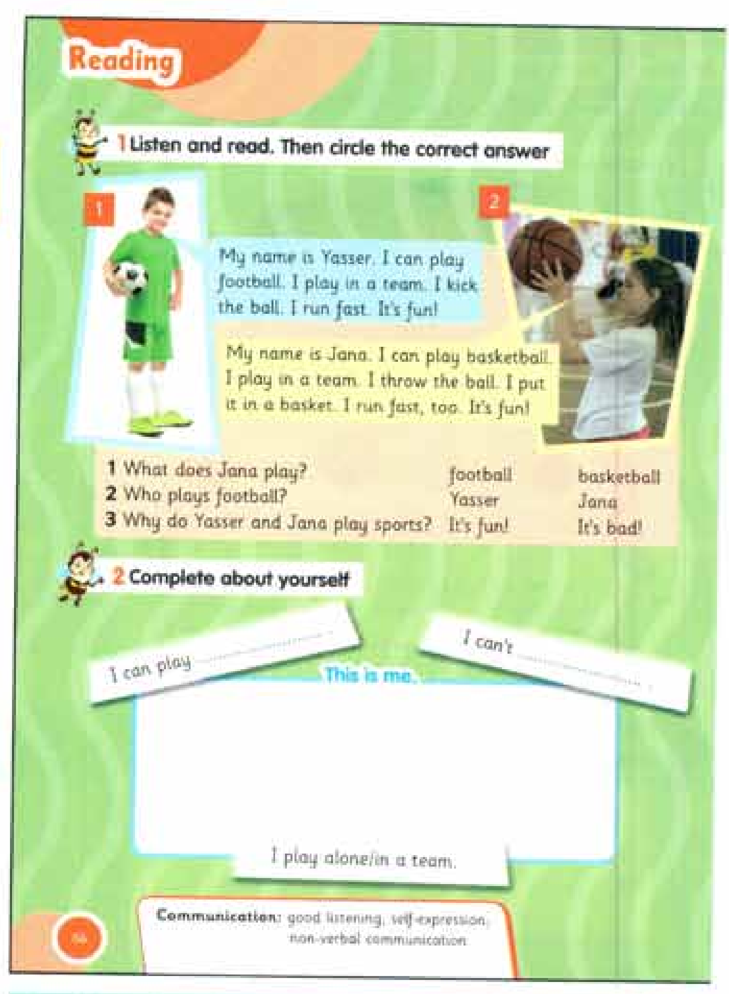
- Sing the song from page 54, Exercise 3 again to revise the unit language.
- Play a quick game of *I can …* (Games bank, page 106).

Presentation

1 Use the sports equipment (or flash cards) to prompt the names of known sports.

1 Listen and read. Then circle the correct answer

1 Help students find page 56.
2 Ask students to look at the pictures and identify the sports. Ask them to tell you anything else they can about the pictures, for example what the children are wearing, what colors they can see, etc.
3 Tell students they are going to listen to the audio and read the speech bubbles. Point at picture 1 and ask students *What's his name?*
4 Play the audio for Yasser's speech and encourage students to follow along with the text. Ask students to tell you the boy's name.
5 Then, continue for Jana, again asking students to listen for her name as they follow along with the audio.
6 Read the questions and answer the options below the pictures with the class. Encourage students to answer any questions they can.
7 Play the audio again and ask students to listen and answer any remaining questions. Pause the audio as necessary.
8 Play the audio one more time to check the answers.



Audioscript

Yasser: *My name is Yasser. I can play football. I play in a team. I kick the ball. I run fast. It's fun!*
Jana: *My name is Jana. I can play basketball. I play in a team. I throw the ball. I put it in a basket. I run fast, too. It's fun!*

Answers:

1 basketball
2 Yasser
3 It's fun!

2 Complete about yourself

1 Ask students to look at Exercise 2.
2 Read the sentence beginnings with the class and ask students to suggest possible endings. Explain that they should say an answer which is true for them and write it in the empty space.
3 Explain that the space is for them to draw a picture of themselves playing a sport.
4 Ask students to circle *alone* if the sport is an individual sport and *in a team* if it is a team sport.
5 Students then write a name of a sport they can't play in the empty space.




Connect with Math

Unit 4

Learn to count with Busy Bee!

1 Listen, read and trace

ten twenty thirty forty fifty

sixty seventy eighty ninety one hundred

2 Complete, then say

1 10 + 10 = 20

2 50 - 40 = ...

3 20 - 10 = ...

4 60 + 10 = ...

5 30 + 20 = ...

6 90 - 10 = ...

Ten plus ten is twenty.

Fifty minus forty is ten.

Connect with Math: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

57

6 Go around the classroom as they work, monitoring and helping as necessary.

Students' own answers

STUDENT'S BOOK page 57

1 Listen, read and trace

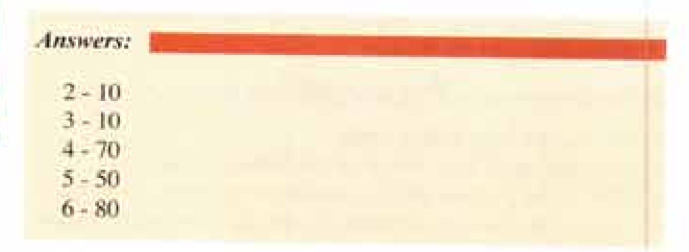
1 Use flash cards to present numbers in 10s to 100.
2 Show the flash cards slowly one by one and say the number several times.
3 Now, get students to repeat the numbers with you.
4 Mix up the numbers and get students to tell you the number on the flash card.
5 Help students find page 57. Get them to look at the numbers in Exercise 1.
6 Tell students they are going to listen to the CD and read the numbers and trace them.
7 Play the CD. Students listen and follow, pointing to the numbers as they hear them.
8 Play again and get students to follow and trace the numbers with their fingers as they hear them. If necessary, play the numbers and pause before the next one while they do this.
9 Play the CD one more time while students trace the numbers with a pencil.
10 Monitor and check all can do this accurately.

Audioscript

ten *twenty* *thirty* *forty* *fifty*
sixty *seventy* *eighty* *ninety* *one hundred*

2 Complete, then say

1 Point to Exercise 2 and read the first speech bubble with the class. Explain that *Ten plus ten is twenty* is how we read *10 + 10 = 20.*
2 Use the flash cards to practice making some more sums with + and encourage students to tell you the answer.
3 Read the second speech bubble with the class. Explain that *Fifty minus forty is ten* is how we read *50 – 40 = 10.*
4 Use the flash cards to practice making some more sums with - and encourage students to tell you the answer.
5 Ask students to complete the sums on the page.
6 Go around the classroom as they work, monitoring and helping as necessary.
7 Ask students to read their sums to a partner to check answers.
8 Check answers as a class.


Answers:

2 - 10
3 - 10
4 - 70
5 - 50
6 - 80

Practice game

❑ Play *Think of a number* (Games bank, page 107).

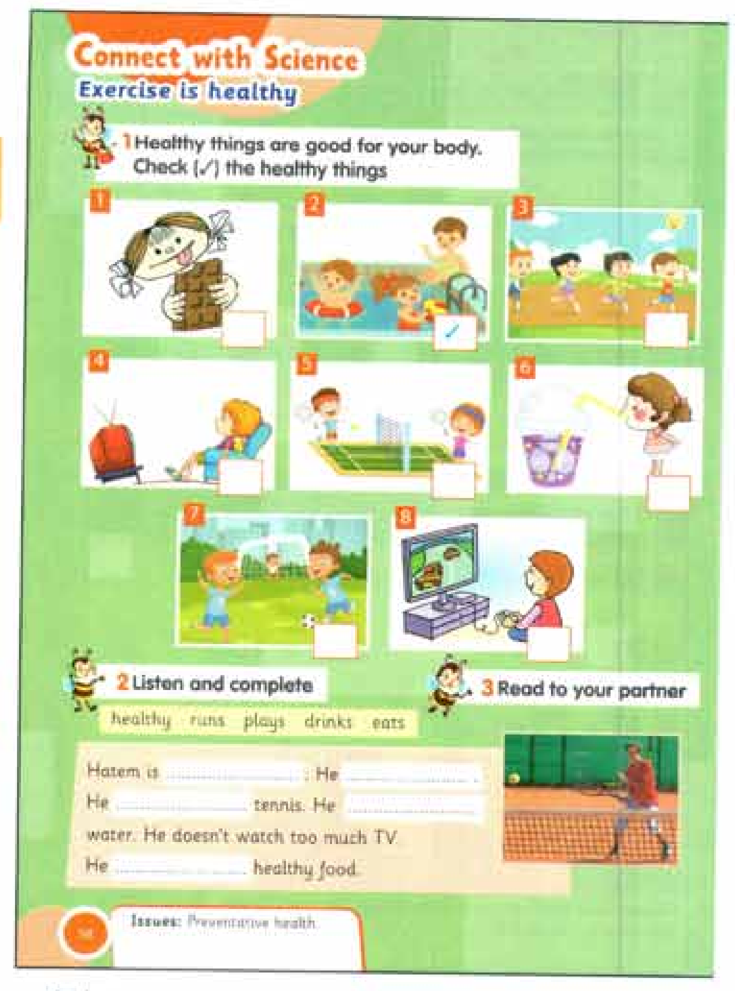
Closing

- Praise all efforts and tell students *Well done!*
- Say *Next, we will learn about healthy and unhealthy things.*

Unit 4

LESSON 4 pages 58-59

Objectives:	To say how exercise is healthy To determine what is healthy and unhealthy
Vocabulary:	*chocolate, swimming, running, watching TV, tennis, soda, football, computer games, healthy, unhealthy*
CLIL:	Connect with Science: Exercise is healthy
Materials:	Student's Book pages 58 and 59 Pictures of *chocolate, swimming, running, watching TV, tennis, soda, football, computer games* Class CD Paper and crayons or colored pencils Dice (two per group) Counters or small plastic animals



STUDENT'S BOOK page 58

Opener

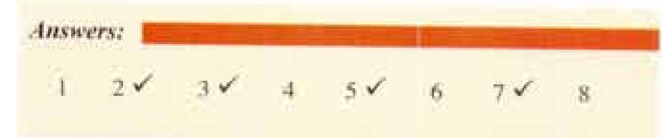
- Show the pictures and elicit the vocabulary already known (*football/swimming/tennis*).

Presentation

1 Present the remaining pictures.
2 Get students to look, listen and repeat after you.
3 Mix up the pictures and get students to give you the word.
4 Present the concept of *healthy* by asking the students which of the pictures are healthy, which are not.
5 Get students to help you sort them into two piles.

1 Healthy things are good for your body. Check (✓) the healthy things

1 Help students find page 58.
2 Get students to look at the pictures.
3 Ask them to point at the healthy pictures.
4 Can they see any unhealthy pictures? Elicit from the students (*eating chocolate, watching TV, drinking soda, playing computer games*).
5 Get students to check the healthy pictures.
6 Monitor and check all can do this.


Answers:

1 2✓ 3✓ 4 5✓ 6 7✓ 8

2 Listen and complete

1 Point to Exercise 2.
2 Ask students to tell you everything they can about the picture. Praise all correct answers.
3 Read the gapped text with the class. Then, read the words in the box.
4 Say *Listen and complete*. Play the audio. Students listen and follow the text.
5 Play again and pause after each gap. Get students to follow and write in the correct words as they hear them.
6 Play the CD one more time to check the answers.

Audioscript

Hatem is healthy. He runs. He plays tennis. He drinks water. He doesn't watch too much TV. He eats healthy food.

Answers:

healthy - runs - plays - drinks - eats

3 Read to your partner

1 Put students into pairs to read the completed text to their partner.
2 Go around the classroom as students work, monitoring and helping as necessary.





Unit 4

1 Play the game with your friends

Start		1 Touch your nose.	2 Say 'hello!'	3 Can you play tennis?
4 Touch your mouth.	5 What is 8 + 5?	6 Draw a dog.	7 Touch your pencil.	8 Say 'fish'.
9 What color are your shoes?	10 What is your dad's name?	11 Can you play football?	12 Stand up!	13 Say 'beach'.
14 What is 6 + 9?	15 Touch your leg.	16 Say '20'.	17 Draw a cat.	18 Can you jump?
19 What is 7 + 4?	20 Say 'goodbye'.		End	



Fast finishers

- Get students to draw two healthy things and two unhealthy things and label them. Then talk to a partner and compare pictures.

STUDENT'S BOOK page 59

1 Play the game with your friends

1 Help students find page 59.
2 Explain that this is a board game. Show students where the game starts and ends.
3 Explain that there are lots of different challenges on the game.
4 Demonstrate how to play the game by rolling two dice and moving the counter the correct number of places. Read the square with the class, then do the challenge or answer the question.
5 Say *It's your turn* and pass the dice to a student. Encourage them to throw the dice.
6 Repeat until everyone understands what to do.
7 Go through the items on the game, read them out and check understanding.
8 Put students in groups of 3 or 4 and talk to them about taking turns and being polite.
9 The groups play the game, taking turns and rolling the dice to land on a number.
10 Monitor and assist, helping out as needed.

Closing

- Show the class several pictures that depict healthy and unhealthy actions. Ask students to work in small groups to determine whether the pictures show healthy or unhealthy actions. Distribute the pictures among the groups. Ask groups to talk about their pictures by saying, *It's healthy*, or *It's unhealthy*.

Unit 4

LESSON 5 pages 60-61

Objectives:	To identify the blends gr and bl To find words with the /gr/ and /bl/ sounds To write */gr/* and */bl/*
Vocabulary:	*gray, black, green, grandma, grandpa, blue*
Materials:	Student's Book pages 60 and 61 Flash cards: gray, black, green, grandma, grandpa, blue Class CD Paper for the *Fast finishers* activity
Phonics cards:	gr, bl, gray, black, green, grandma, grandpa, blue

STUDENT'S BOOK page 60

Opener

- Sing the song from page 54 Exercise 3 again to revise the unit language.

Presentation – the blends bl and gr

1 Show the gray and green flash cards. Ask what the sound at the beginning of the words is (gr). Can they think of any other /gr/ words they know? Show students how to pronounce /gr/.
2 Hold up the blue flash card and ask *What color?* Elicit *blue*.
3 Go through the rest of the flash cards, getting students to listen and repeat after you.
4 Write the blends /bl/ and /gr/ on the board.
5 Stick the flash cards around the blends on the board and run through them again, getting students to say the words.
6 Now, call one of the /gr/ and /bl/ words and get a student to come and point to the correct flash card. Check all are following and ask *Is* (name) *correct?*, then let other students have a turn.

1 Listen and repeat

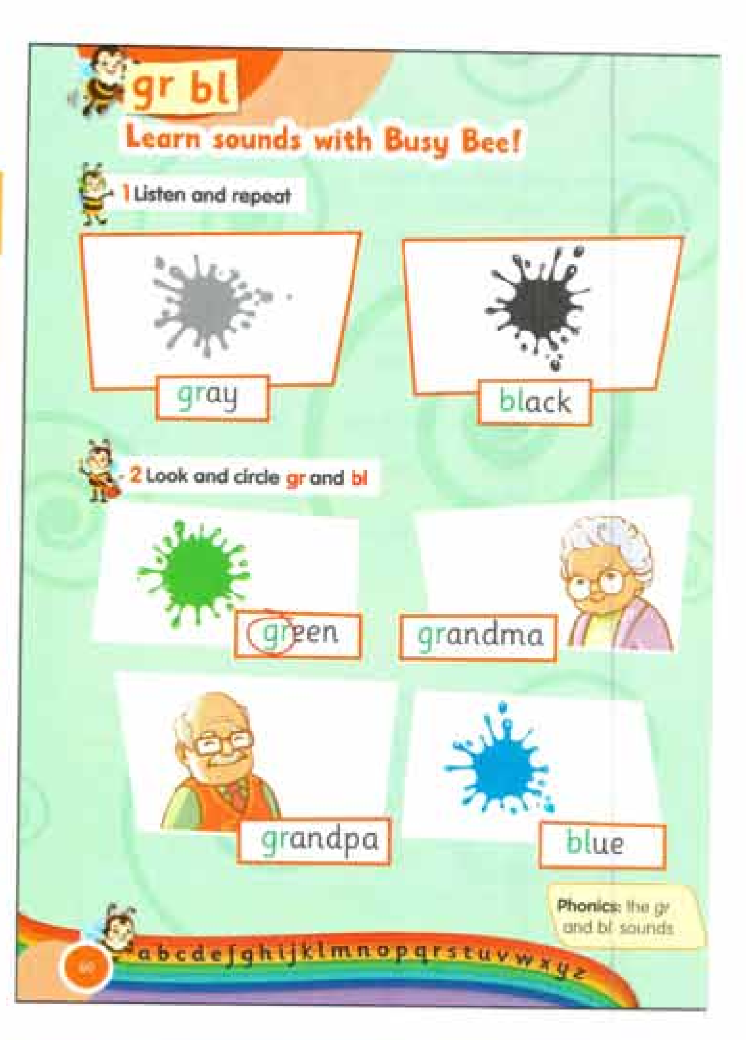
1 Help students to find page 60.
2 Get students to look at the pictures.
3 Tell them they are going to listen to the CD.
4 Now, get them to listen and repeat */gr/ gray, /bl/ black*.
5 Monitor and check all can do this.

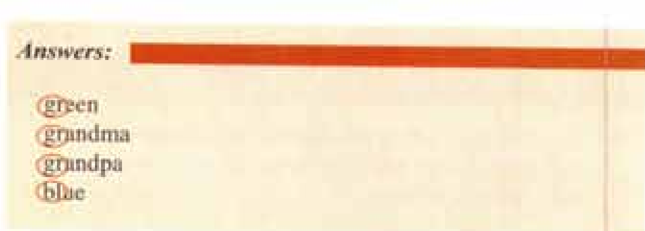
Audioscript

/gr/, gray
/bl/, black

2 Look and circle gr and bl

1 Tell the class to look and circle the gr words first.
2 Students then look and circle the bl words.
3 Monitor and check all can do this.

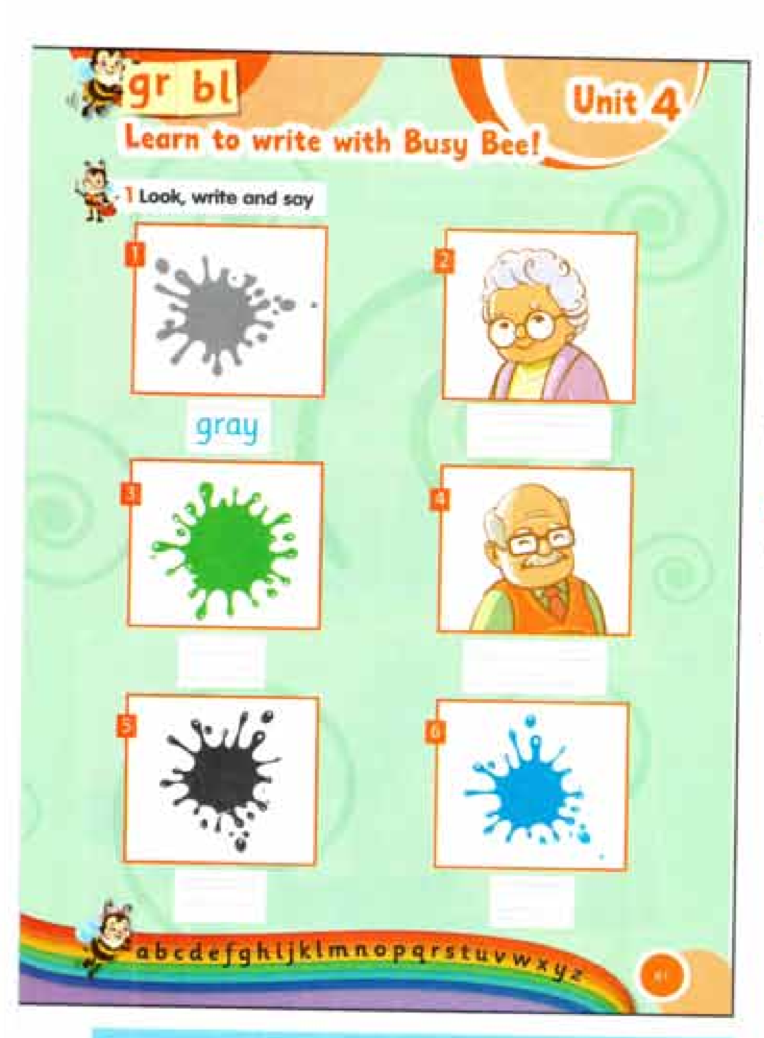




Answers:

green
grandma
grandpa
blue





STUDENT'S BOOK page 61

1 Look, write and say

1. Show the /gr/ flash cards and elicit the gr words. Now, mix in the bl words. Say *gr?* And students say *yes* or *no*. Repeat this with all the flash cards.
2. Help students find page 61.
3. Get them to look at the pictures.
4. Go through and point and say the words, getting students to join in.
5. Get students to air write *gr* and *bl* in the air or trace on a partner's back.
6. Then, get students to write the words under the pictures like the answered example. They can look back at page 60 to check the spelling.
7. Monitor and make sure all can do this. Check hand positions for writing and help as needed.
8. Encourage students to say the words as they write them.

Answers:

2 grandma
3 green
4 grandpa
5 black
6 blue

Practice game

Play *Circle it* (Games bank, page 104).

- Write some words students know from earlier units on the board with the sounds *gr* and *bl*.
- Ask students to come to the board and circle words with *gr* and *bl*.
- Write some of the *gr* and *bl* words with missing letters for students to complete to add challenge.

Closing

- Ask students to work in pairs to write one word that they learned today. Ask pairs to share their answers with other pairs.
- Ask students to bring in sports clothes and equipment for the *Show and Tell* in the next lesson.

LESSON 6 pages 62-63

Objectives:	To revise the language of the unit To make a poster about sports To talk about the project – my favorite sports To work together and share resources To present to others in the *Show and Tell*
Vocabulary:	*baseball, basketball, football, swimming, tennis; team; kick, hit, throw, ball*
Language:	*I can play tennis. I like tennis. I can play football. I love football*
Materials:	Student's Book pages 62 and 63 Flash cards: *basketball, football, swimming, tennis; team; kick, hit, throw, ball* Coloring pencils or crayons Drawing paper Optional: sports clothes and equipment

STUDENT'S BOOK page 62

Opener

- Play *Think of a number* (Games bank, page 107) with numbers 10-100.

Presentation

1 Use flash cards to review sports and equipment. Encourage students to name the sports and equipment.
2 Ask students to think about their favorite sports. Elicit some ideas and put them on the board. If you can, draw them simply and label them, or get students to try and draw them and label them.

1 Read and do. Work in groups

1 Hold up your book. Get students to find page 62 with you.
2 Ask them what's happening in the pictures and then read the captions with the class and tell them they are going to make their own posters.
3 Give out crayons, coloring pencils and paper.
4 Make sure everyone knows what to do. Monitor and help as needed.
5 Once everyone has drawn their sports on their poster, get them to check they have all the correct equipment to do the sport.

2 Now say

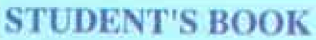
1 Ask students to talk about their posters in their groups.
2 Monitor and help with any unknown language.
3 Make sure everyone has a turn and that the others in the group listen.



4 You could make a wall display or use some washing line and pegs and hang the pictures above where students line up so they can say what their favorite is. You can use the posters for review and reinforcement.







STUDENT'S BOOK page 63

1 Choose your favorite sport and wear the clothes. Now say

1. Bring in any sports equipment and caps, etc. so students can dress for the sport they like.
2. Help students find page 63.
3. Go through the picture and elicit what sport the children are dressed as (karate, tennis, basketball, football).
4. If students have to share the clothes, remind them to do this and to be fair and let others have a turn.
5. Encourage students to dress up and say the sport they are doing. As an extension, let students mime and others guess what they are doing.
6. Get them to copy the words under the correct picture.
7. Monitor and help as needed. Give praise.

Extra practice

- You could have a day when everyone brings in their favorite sports equipment and plays with it at playtime and during PE. They could also teach other children how to play the sport.

Self Assessment

Read and color the stars that describe your effort

1. Point to the *Vocabulary* picture. Ask students to say some of the words they learnt in the unit (sports and equipment).
2. Read each of the 3 options for the *Vocabulary* section with the class. Ask students which description best fits them. Explain that it is not a problem if they think the first sentence fits them best, but it just means that they need more practice and to put in a little more effort.
3. Ask students to color the stars in the box which they chose.
4. Do the same with the other sections. Monitor and check students are on task.

Closing

- Play *Thumbs up and thumbs down*. Say or write on the board one language item that students have been taught in the unit. Ask students to put their thumbs up if they learned their item and their thumbs down if they couldn't learn it.
- Repeat the process with other language items in the unit.
- Ask students to turn to page 66 in their Student's Book and to work with a shoulder partner to guess what the next unit will be about. Accept all reasonable answers.
- Praise students for their hard work on Unit 4.

PLAY TIME page 64



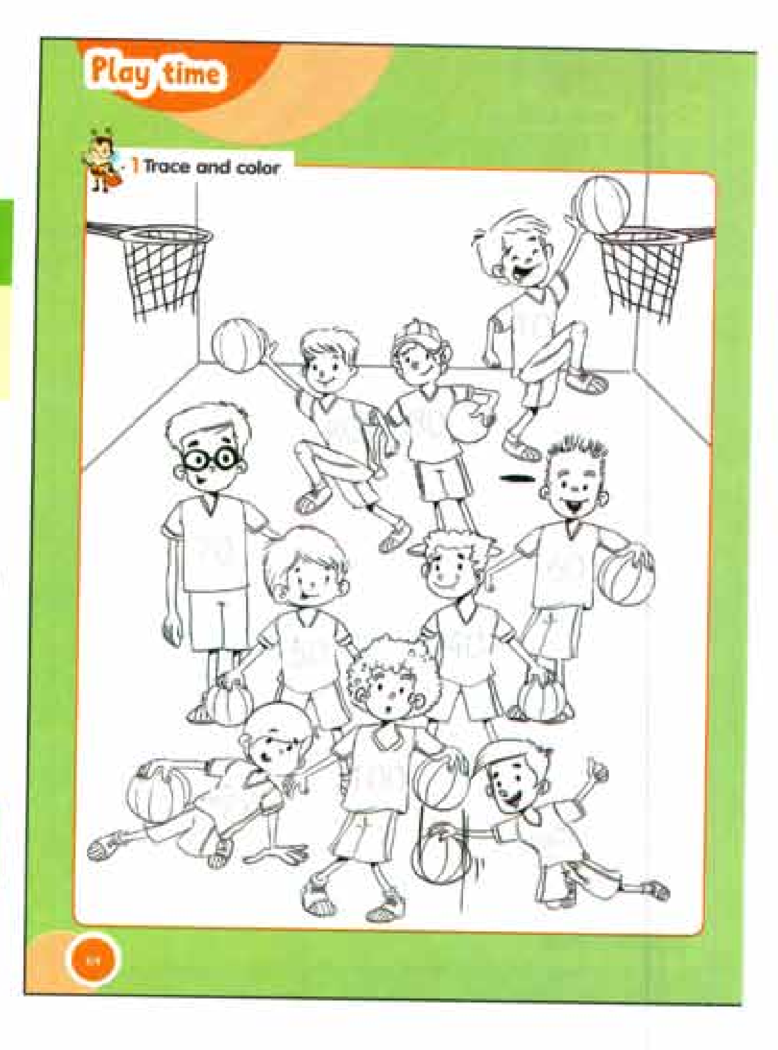
- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Trace and color

1 Remind students of the sports they know with flash cards and TPR and mime. Call out the sport and get students to mime. You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
2 Also, remind students of numbers in 10s to a 100.
3 Help students find page 64.
4 Get students to trace the 10s numbers and say them if they can.
5 Now, ask them to color the picture and say the sport.
6 Monitor and check all can do this.

Fast finishers

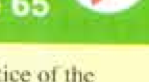
- Get students to write a sentence about their completed poster: *My favorite sport is football*, etc.







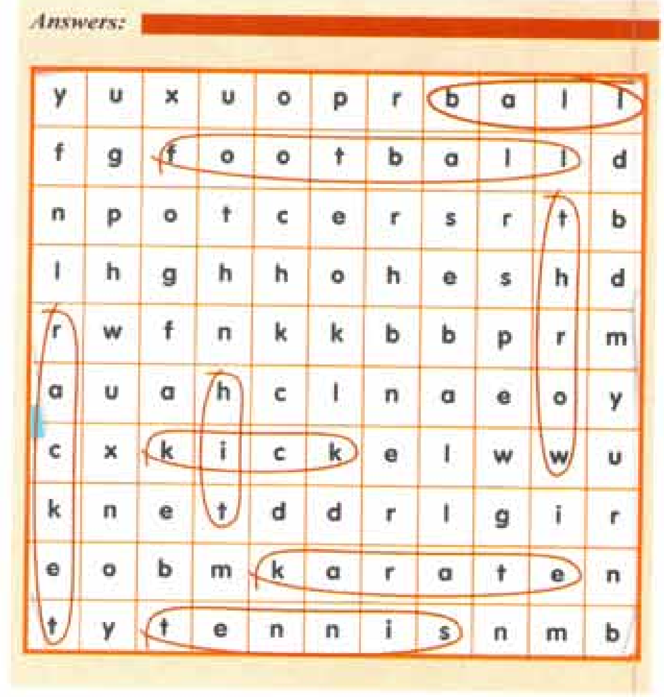
PLAY TIME page 65



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Find the words

1. Revise the verbs students know with some TPR. Get them to mime the action when you say *throw, kick, hit (the ball), run*.
2. Help students find page 65.
3. Tell them to look at the pictures and elicit the sports. Check they know what the puzzle is (a word search).
4. Tell students all the sports are hidden in the word search and they have to find them. Explain that words can be across or down. You can set a time limit for this for extra challenge if needed and if you think this will suit your class.
5. Monitor and check all can do this and are on task.



Answers:

y	u	x	u	o	p	r	b	a	l	l
f	g	f	o	o	t	b	a	l	l	d
n	p	o	t	c	e	r	s	r	t	b
l	h	g	h	h	o	h	e	s	h	d
r	w	f	n	k	k	b	b	p	r	m
a	u	a	h	c	l	n	a	e	o	y
c	x	k	i	c	k	e	l	w	w	u
k	n	e	t	d	d	r	l	g	i	r
e	o	b	m	k	a	r	a	t	e	n
t	y	t	e	n	n	i	s	n	m	b

Teacher Assessment

- Fill in the *Teacher Assessment* section based on how well the student has understood the content of the unit. If students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction for help.

Unit 5

LESSON 1 pages 66-67

Objectives:	To talk about my day and what I do routinely To talk about the time in English in half hours
Vocabulary:	*get up, eat, drink, play, go home, clock, table, tea, milk, enjoyed*
Language:	*We have breakfast at 7 o'clock.* *We play with friends at ten thirty.* *We go home at two thirty.* *It's (six thirty).*
Materials:	Student's Book pages 66 and 67 Class CD Class timetable (optional) Flash cards: *get up, eat, drink, play, go home* A clear analog clock (preferably with hands you can move): You can make a clock very easily. Use a paper plate or a circle of cardboard. Draw on the numbers in clear black felt pen. Cut out 2 hands and make a hole in the middle with a pencil and secure the hands with a paper fastener (so you can move the hands). Optional: paper plates, scissors, paper and paper fasteners to make paper plate clocks

STUDENT'S BOOK page 66

Opener

- Say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name).
- Ask the class what they eat for breakfast. Get them to tell their partner. Monitor and write down any unknown vocabulary on the board. Bring the class back together and elicit breakfast items. Praise good achievements.

Presentation

1. Teach the daily routine vocabulary using flash cards and/or mime (for *eat/drink/get up*), or you could find pictures of children having breakfast, getting on the school bus, etc and put them on the board. Get students to repeat the words after you.
2. Then, get students to repeat and point as you say the daily routine phrases.
3. Check understanding by mixing up the order and getting students to point and say.
4. Now, present the time phrases. First review numbers to 12 quickly (use wall displays, numbers of classroom items or number flash cards).
5. Hold up a clock with movable hands. Say *What is it? (It's a clock).* Put the hands at 7 and say *I have breakfast at 7 o'clock. I eat (bread and eggs). I drink tea.* Then move the clock hands and say *I go to school at 7.30.*
6. Go through some simple timings for your day (*I drink coffee at break time. I go home at 4*).



1 Look, listen and read

1. Hold up your Student's Book, open at pages 66 and 67, and say *Open your books.*
2. Ask students to look at the pictures and name any characters they recognize (Hany and Hana). Ask what the children are doing (having breakfast).
3. Cup your hand behind your ear and say *Listen.*
4. Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the things they do and the time on the clock or in the text as they hear them.
5. Play the CD again, line by line. Ask students to repeat the words and point to the character who is speaking each time and the routine and timings as they hear them.

Audioscript

Hany:	*We have breakfast at 7 o'clock.*
Hana:	*We drink tea with milk.*
Hana:	*We play with friends at ten thirty. It's break time.*
Hany:	*Yes, it's great.*
Hana:	*We go home at two thirty.*
Hany:	*We enjoyed our school day!*




Reading and writing

Unit 5

1 Read and circle the correct word

2 Point and say

1 It's six thirty. I eat / drink bread.

2 It's seven o'clock. I eat / drink tea with milk.

3 It's three o'clock / three thirty. I enjoyed my school day.

4 It's nine o'clock / nine thirty. It's time to go to bed.

3 Listen and complete

It's 6:30 in the morning. It's time for ______. I eat ______ and drink ______. At ______ o'clock I go to school. We stand in line at ______. I go ______ at two o'clock. I ______ my school day!

4 Sing

Vocabulary: eat, drink, play, table, clock, enjoyed, tea, milk
Language: It's (six thirty).

Extra practice

- In pairs, get students to talk about their day *I get up at (7). I have tea and yogurt at (7.30). I get on the school bus at (8),* etc. and then swap over.
- Let students make paper plate clocks (enlist adult help to put the paper fasteners on), writing the numbers, using yours made earlier as a model. They can then choose a time and their partner can guess what they are doing.

STUDENT'S BOOK page 67

1 Read and circle the correct word

1. Practice some half hour times (*six thirty, seven thirty*, etc.) on your paper plate clock. Set the clock and students tell you what the time is.
2. Extend this if students can tell you what happens at 7.30 in the morning, etc.
3. Review the vocabulary *eat/drink/get up/go to school/go to bed*. Say the phrases and get students to mime accordingly. Then, get them to match the words to flash cards or actions.
4. Hold up your Student's Book and point to Exercise 1 on page 67.
5. Ask what time it is in each picture. Elicit the times and then ask what they can see in each picture. Ask *Is he eating or drinking?* for the first one, and elicit *eat*.
6. Show students that each picture text has a choice of words to circle so they must look at the picture carefully and read the sentence.
7. Monitor and check all can circle the correct words in the sentences with understanding.

Answers:

2 drink   3 three o'clock   5 nine thirty

2 Point and say

1. Encourage students to point and read the sentence aloud once they have circled the correct words.
2. Tell students they can check if their choices were correct as they should make sense when they say them.
3. Monitor and help as needed.

3 Listen and complete

1. Get students to read the sentences and do the first one with the class. Ask *is it time for dinner? Or lunch? No. It's time for breakfast.*
2. Tell students to listen without writing the first time.
3. Now, stop the CD for each gap so students can write the word in.
4. Play again so students can check.
5. If necessary, play again as a whole so students can check that their answers make sense.

Audioscript

It's 6:30 in the morning. It's time for breakfast. I eat bread and drink tea. At seven o'clock I go to school. We stand in line at 7.30. I go home at two o'clock. I enjoyed my school day!

Answers:

breakfast - bread - tea - seven - 7.30 - home - enjoyed

4 Sing

1. Play the song verse by verse and get students to mime the actions (*eating bread, drinking tea*, etc.) as they hear them.
2. Now play the song again verse by verse and get students to sing along.
3. Play the song all the way through and encourage students to sing and do the actions as well.
4. Play the wordless version and get students to sing and do the actions. Encourage them to have fun as this will make the language memorable.

Audioscript

We eat bread, bread, bread at 7 o'clock in the morning,
The morning, the morning.
We eat bread at 7 o'clock in the morning.

We drink tea, tea, tea at 7 o'clock in the morning,
The morning, the morning.
We drink tea at 7 o'clock in the morning.

We play with our friends, friends, friends at ten thirty in the morning,
The morning, the morning.
We play with our friends at ten thirty in the morning.

We go home, home, home at two thirty in the afternoon,
The afternoon, the afternoon.
We go home at two thirty in the afternoon.

Unit 5

Practice game

- Put students in pairs. Use their paper plate clocks. One student sets a time on the clock and the other one says *It's 7. I eat bread and eggs.* Then, swap over and go through their day. They can use the pictures on page 67 to help them.
- Monitor and help as needed. Some pairs will need more practice, than others so you could challenge faster pairs to tell you what time they do things through their day.

Closing

- Remind students about what they have learned so far. Praise their achievements.
- Write a stem sentence on the board: *It's 6 am. It's time to ... .*
- Ask students to complete.
- Write another stem sentence on the board: *It's 6 pm. It's time to ... .* Student's complete. Repeat this process for as long as time allows.
- Say *Next, we will talk about Hana's day.*

LESSON 2 pages 68-69

Objectives:	To talk about my day and what I do routinely To talk about the time in English in half hours
Vocabulary:	*get up, eat lunch, sleep, go home, say good night, go to bed*
Language:	*Hana gets up at 6.30.* *What time is it? It's (six o'clock).*
Materials:	Student's Book pages 68 and 69 Class CD Flash cards: get up, eat, drink, play, go home, sleep A clear analog clock (preferably with hands you can move) Optional: the paper plate clocks made in the previous lesson

STUDENT'S BOOK page 68

Opener

- Review routines with flash cards and the clock. Set the clock and ask what the time is. Say *Is it time to get up/go to school?*
- Ask the class what time they go to bed and get some students to show you on the clock or their own paper plate clocks. Praise good work.

Presentation

1 Using mime and flash cards go over the routine phrases (*get up/go to school/go home/eat lunch/eat breakfast/have dinner/go to bed*). Play a simple game of *Snap* (Games bank, page 106), getting students to call the phrase out when what you say matches the flash card.



2 Make sure everyone is joining in and knows what to do.

1 Look, listen and complete

1 Show students page 68 and get them to find it in their books. Get students to look at the pictures and say *When does Hana get up?/When does Hana have lunch?*
2 Read each sentence and ask students to point to the picture.
3 Tell them they are going to listen to the CD and they need to listen for numbers, then write them.
4 Play the CD once, asking them to listen to time numbers (e.g. *7 o'clock*). Then play again and ask them to check.
5 Then, get students to write the correct word.
6 Play again so they can double check answers. Monitor and check all have written the correct answers and give assistance as needed.

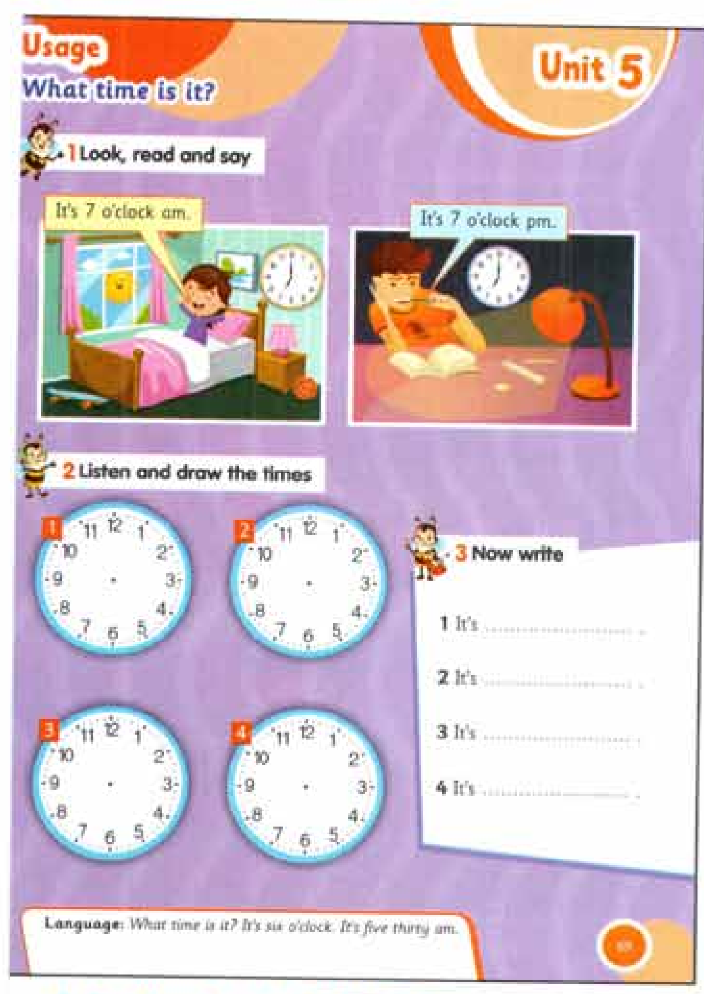
Audioscript

1 Hana gets up at six thirty.
2 She goes to school at seven thirty.
3 She goes home at 2 o'clock.
4 She eats lunch at two thirty.
5 She says good night to her grandfather at 9 o'clock.
6 She goes to sleep at nine thirty.

Answers:

1 six thirty	2 seven thirty	3 2 o'clock
4 two thirty	5 9 o'clock	6 nine thirty





2 Point and say what Hana does

1. In pairs look at the pictures. Tell students to take turns to say what Hana does each day.
2. Encourage students to use full sentences, as in the example, *Hana gets up at 6.30.*
3. Monitor and help as needed.

STUDENT'S BOOK page 69

1 Look, read and say

1. Using flash cards, review times using the clock. Students can have their paper plate clocks too and move the hands as you call out a time.
2. Present am and pm and show students on your clock that after 12 am becomes pm, and how after midnight pm becomes am. Show this with flash cards and/or drawings if needed.
3. Help students find page 69. Tell them to look to the pictures. Ask *Is it am or pm?* for each one (am, pm).
4. Help students read the sentences and get them to repeat them after you.
5. Get students to point and say the sentences.
6. Any students who finish quickly can use their paper plate clocks and make some am and pm times for a partner to guess.

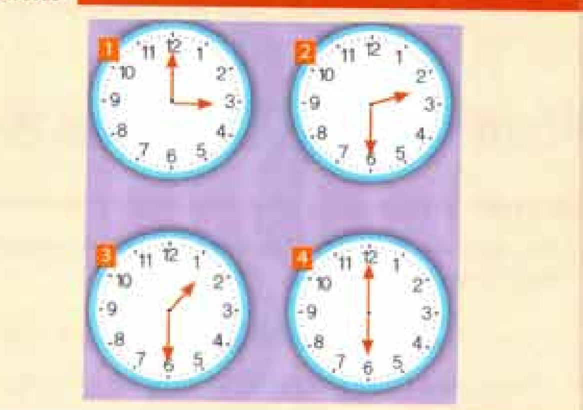
2 Listen and draw the times

1. Tell students they're going to listen to some times. Tell them to just tell the first time that they hear. Play the whole track through once.
2. Play the CD again and ask students to draw the hands on the clocks. Play one at a time initially so they have time to look and draw the hands.
3. Play the times through once more so students can look and check their answers.
4. Monitor and assist as needed.

Audioscript

1 It's three o'clock.
2 It's two thirty.
3 It's one thirty.
4 It's six o'clock.

Answers:



3 Now write

1. Get students to look at their clocks again and tell them they're going to write the times.
2. Go around and monitor and check all can do this. If necessary, pair up weaker students with more confident ones so they can get some help. This also helps confident students to gain more speaking practice.

Answers:

1 It's three o'clock. 2 It's two thirty.
3 It's one thirty. 4 It's six o'clock.

Practice game

- Play *Mr. Fox* (Games bank, page 105) to consolidate the times.

Closing

- Ask students to tell you the meaning of am and pm with times.
- Remind students about what they have learned so far. Praise their achievements.
- Say *Next, we will read a story.*

LESSON 3 pages 70-71

Objectives:	To talk about my day and what I do routinely To talk about the time in English in half hours To read and listen to a story about what happens in a day
Life skills:	Self-management: time keeping
Vocabulary:	*get up, eat lunch, sleep, go home, say good night, go to bed*
Language:	*Hana gets up at 6.30.*
Materials:	Student's Book pages 70 and 71 Class CD Flash cards: get up, eat, drink, play, go home, sleep A clear analog clock (preferably with hands you can move) Optional: the paper plate clocks students made

STUDENT'S BOOK pages 70-71

Opener

- Play the song from page 67 again and encourage students to sing along.

Presentation

1 Use the paper plate clocks to remind students of the times and am and pm.
2 Play a quick game of *Mr. Fox* (Games bank, page 105) to review times.

1 Look, listen and read

1 Help students find page 70.
2 Ask students to look at the pictures. Get them to tell you who the story might be about (Hany and Youssef, Amira and Hana).
3 Encourage students to tell you as much as they can about what they can see in the pictures. This can include: colors, clothes, food, etc. Praise all correct answers.
4 Tell them they are going to listen and read the story.
5 Play the CD and get students to read and point at the correct clock as they hear the time.
6 Play again and ask Busy Bee's *Think* questions to check understanding.
7 Monitor and check all understand and are on task.



Audioscript

Narrator: *1*
Youssef: *Hany and I play tennis today at 3 o'clock! I need to go home at 4 o'clock.*

Narrator: *2*
Hany is late.
Hany: *Hello, Youssef! Let's play tennis!*

Narrator: *3*
Hana: *Amira and I watch a movie at 6.30.*

Narrator: *4*
It's six thirty.
Amira: *Hello, Hana! Let's watch the movie!*





Closing

- Ask groups of students to role-play the story.
- Remind students of what they have learned so far. Praise their achievements.
- Say *Next, we will learn some new sounds.*



2 Now circle the correct answer

1 Get students to look at the story pictures again to remind themselves of the times on the clocks.
2 Remind them they can check back and read the story again if they're not sure of the answer.
3 Monitor and help as needed.
4 Discuss why it is important to pay attention to time and not to be late. What problems can happen if people are late?

Answers:

1 after 3
2 at 6.30
3 Amira

3 Role-play

1 Put students in groups of four and ask them to act out the story.
2 With a confident student show the class how to say the lines with expression.
3 Monitor and help as needed. Choose the best groups and let them act out their dialog for the class if they like.

Extra practice

- Get students to think of a time when they might have been waiting for a friend. Get them to think what they might say and how they would say it, for example, *Hello Tarek, it's four thirty. Let's go!*



LESSON 4 — pages 72-73

Objectives:	To identify the blends pl and cl To hear and find words with the pl and cl sounds To write *pl* and *cl*
Vocabulary:	*play, clay, please, planet, cloudy, plane, classroom, clock*
Materials:	Student's Book pages 72 and 73 Flash cards: play, clay, please, planet, cloudy, plane, classroom, clock Class CD Paper for the *Fast finishers* activity
Phonics cards:	pl, cl, play, clay, please, plane, planet, classroom, cloudy, clock

STUDENT'S BOOK — page 72

Opener

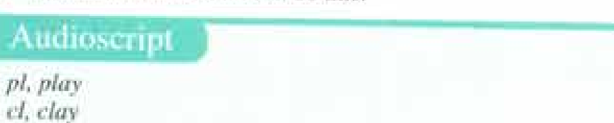
- Play a quick game of *Mr. Fox* (Games bank, page 105) to review times.

Presentation – the blend pl and cl

1 Show the *play* flash card and say *play*. Ask what the sound at the beginning of the words is *(pl)*. Can they think of any other pl words they know? Show students how to pronounce *pl*.
2 Motion to the classroom and ask *What's this? (classroom). What sound does it start with? (cl)*. Model the sound and get students to repeat after you.
3 Go through the rest of the flash cards, getting students to listen and repeat after you.
4 Write the blends *pl* and *cl* on the board.
5 Stick the flash cards around the blends on the board and run through them again, getting students to say the words.
6 Now, call one of the pl and cl words and get a student to come and point to the correct flash card. Check all are following and ask *Is* (name) *correct?*, letting other students have a turn.

1 Look, listen and repeat

1 Help students find page 72.
2 Get students to look at the pictures.
3 Tell them they are going to listen to the CD.
4 Now, get them to listen and repeat */pl/ play, /cl/ clay.*
5 Monitor and check all can do this.



Audioscript

pl, play
cl, clay



2 Look, listen and write pl or cl

1 Tell the class to look and find the *pl* words.
2 Say *Now, look and find the cl words.*
3 Listen to the CD to check.
4 Write *pl* or *cl* to complete the words.
5 Play the CD again so students can check answers and hear the sounds again.
6 Monitor and check all can do this.

Audioscript

1 please
2 plane
3 planet
4 classroom
5 cloudy
6 clock

Answers:

1 **pl**ease
2 **pl**ane
3 **pl**anet
4 **cl**assroom
5 **cl**oudy
6 **cl**ock







STUDENT'S BOOK page 73

1 Look, read and trace the sentences

1. Remind students of the pl and cl sounds with flash cards.
2. Air write *pl* and *cl* in the air and encourage students to copy and say *pl* or *cl*.
3. Ask students to say what's happening in the pictures (*the boy is playing with clay; The girl is playing with a plane and saying please; There's a classroom with a clock*). Encourage students to tell you as much as possible and praise all correct answers.
4. Help students read the sentences.
5. Now, get them to trace over the words first with a finger, and then with a pencil.
6. Remind students to trace carefully.
7. Encourage students to say the sentences as they trace.

Fast finishers



- In pairs, ask them to trace some cl or pl words on their partner's back and get them to guess the word, then swap over.

Practice game

- Play *Point to the card* (Games bank, page 106) with a selection of phonics cards showing different known digraphs.

Closing

- Remind students of what they have learned so far. Praise their achievements.
- Ask students to work with shoulder partners to write one word with *pl/cl* blends.
- Ask pairs to share their answers with the class.
- Say *Next, we will learn about different planets.*



LESSON 5 pages 74-75

Objectives:	To read and write about a daily routine To recognize the solar system To be able to read and recognize in speech the names of the planets
Vocabulary:	*planet, solar system, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*
Life skills:	Critical thinking: Observation: Planets in the solar system
CLIL:	Connect with Science: The solar system
Materials:	Student's Book pages 74 and 75 Flash cards: eat lunch, get up, play, go home, eat breakfast; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Sun Class CD Optional: paper plate clocks

STUDENT'S BOOK page 74

Opener

- Play the song from page 67 again and encourage students to sing along.

Presentation

1. To review time phrases, ask students to get their paper plate clocks out and show a partner what time they get up and what time they have breakfast.
2. Use flash cards to review the time phrases. Get students to point as you say them and then swap and show them the flash cards and they say the time phrase.

1 Listen and number

1. Help students find page 74.
2. Ask them to look at the pictures and the clocks. What is Busy Bee doing? (*getting up/going to school/playing with friends*).
3. Point out the first one that is done as an example. Explain that they need to listen and write a number in the box to put the pictures and times in order.
4. Play the CD. Ask students to listen and point.
5. Play again and this time students write the correct number in the box by the picture.
6. Play once more so students can check their answers.
7. Monitor and help as needed.

Audioscript

1 Busy Bee gets up at six thirty.
2 She goes to school at seven thirty.
3 She plays with friends at nine thirty.
4 Busy Bee goes home at two o'clock.
5 Busy Bee eats lunch at two thirty.
6 She watches television at seven thirty.



Answers:

a 6 c 4 d 3 e 5 f 2

2 Write using these words

1. Show students the words in the box, and read them with the class. Point out the phrase already used for picture b.
2. Tell them they are going to write in the gaps but they have the words in the box and the pictures to help them.
3. Tell them they also need to look at the clocks and fill in the time Busy Bee does things in her day.
4. Tell students they will be able to listen and check in Exercise 3 to see if their answers are correct.
5. Monitor and check, giving help as needed.
6. Ask fast finishers to check their answers in pairs.

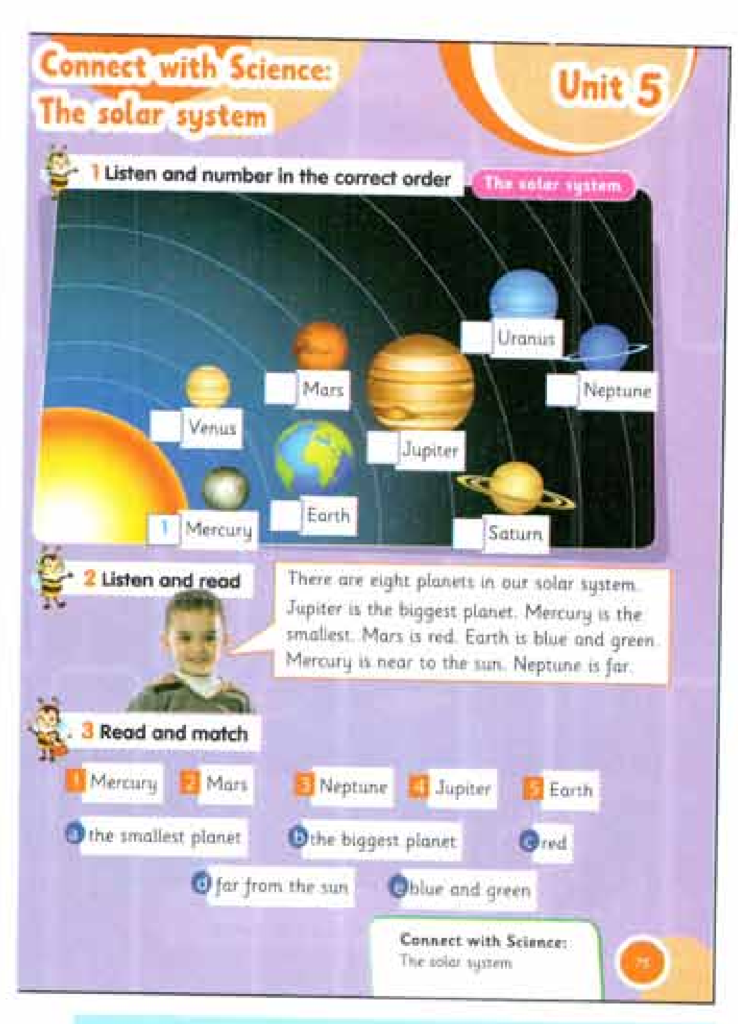
Answers:

a watches television - seven thirty
c goes home - two o'clock
d plays with friends - nine thirty
e eats lunch - two thirty
f goes to school - seven thirty

3 Listen again and check

1. Play the CD again and let students check their answers.
2. Play again if necessary.
3. Monitor and assist if needed.







STUDENT'S BOOK page 75

1 Listen and number in the correct order

1 Present the flash cards of the planets.
2 Encourage students to look, listen and repeat after you.
3 Mix up the flash cards and get students to give you the word.
4 Put all the planets together to present the solar system.
5 Present *near* and *far* with the solar system (put Mercury near the sun and say *near*. Put Neptune far from the sun and say *far*). Do the same pointing to the front row and the back row of the class.
6 Present *biggest* and *smallest* using different sized pencils or crayons, and the *smallest/tallest* in the class if appropriate. Then, show students the biggest/smallest planets (Jupiter and Mercury) and compare them and say *biggest/smallest*.
7 Help students find page 75.
8 Get students to look at the planets. Can they point to the sun?
9 Point out the number by Mercury as this is the example for them.
10 Tell students they are going to listen and number the planets as they hear them.
11 Play the CD. Play it through once, then again so students can check the numbers and planets.
12 Monitor and check all can do this.

Audioscript

Narrator: *1 Mercury*
2 Venus
3 Earth
4 Mars
5 Jupiter
6 Saturn
7 Uranus
8 Neptune

Answers:

2 Venus	3 Earth	4 Mars	5 Jupiter
6 Saturn	7 Uranus	8 Neptune	

2 Listen and read

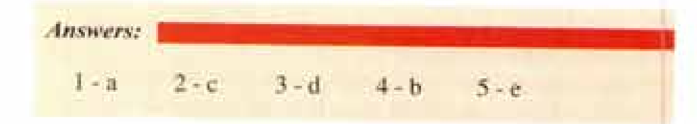
1 Tell students they are going to listen and read the text in the speech bubble.
2 Play the CD and get students to read and follow the text while they listen. Can they tell you what it's about? (*the solar system and the planets*).
3 Play again and tell students to listen carefully as this will help them do Exercise 3.
4 Ask comprehension questions, such as *What color is Mars? Which planet is the biggest? Which planet is near to the sun?* Play the audio again if necessary.

Audioscript

There are eight planets in our solar system. Jupiter is the biggest planet. Mercury is the smallest. Mars is red. Earth is blue and green. Mercury is near to the sun. Neptune is far.

3 Read and match

1 Tell students to work in pairs and to read through the text again and then match a planet with a fact.
2 Monitor and assist as needed.



Answers:

1 - a 2 - c 3 - d 4 - b 5 - e

Practice game

- Get students to arrange the solar system flash cards as they are around the sun and say which is the biggest and which is the smallest (Jupiter and Mercury).

Closing

- Remind students of what they have learned so far. Present several pictures of planets in the solar system. Ask students to name the planets you point to. Praise their achievements.
- Say *Next, we will do a project. We will make our own solar system.*





LESSON 6 pages 76-77

Objectives:	To make a planet hanger To work together and share resources, taking turns To revise the language of the unit To present to others in the *Show and Tell*
Language:	*These are the planets. This is Mars. Mars is red.*
Materials:	Student's Book pages 76 and 77 Flash cards: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Sun* Coloring pencils or crayons Drawing paper Scissors A hanger for each child Thread (for hanging) Sticky tape Optional: A completed planet hanger

STUDENT'S BOOK page 76

Opener

- Use flash cards to review the solar system and the planets. Encourage students to tell you what color the planets are. Motivate all students to share. Praise good achievements.

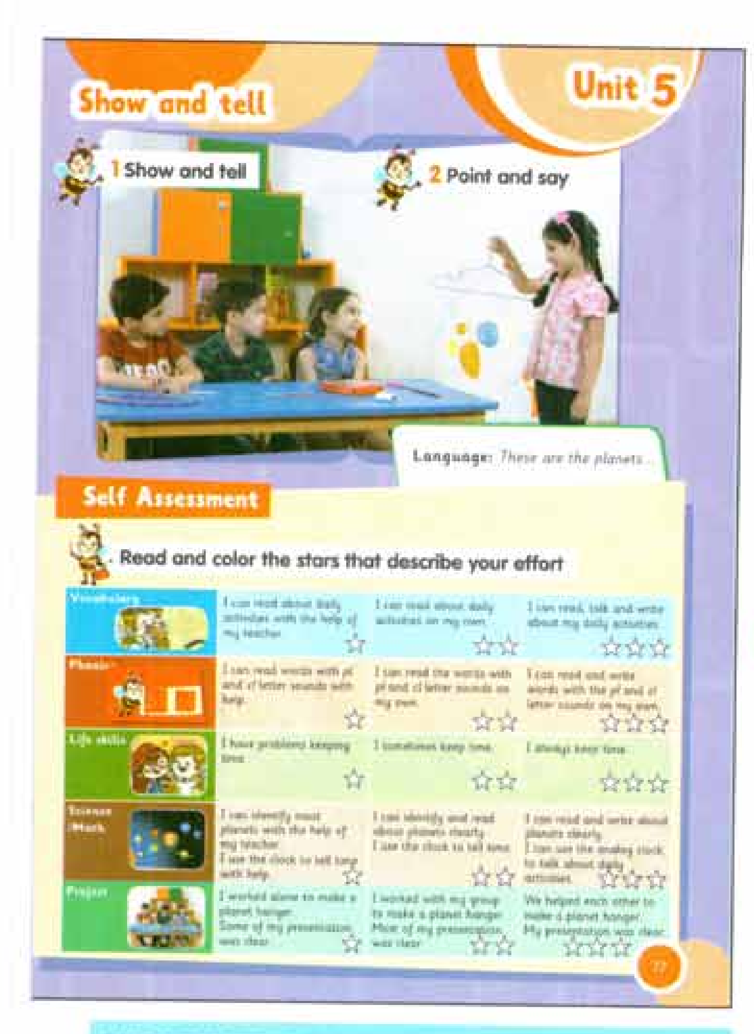
Presentation

1 If you have a complete planet hanger, show this to the class.
2 Encourage students to identify all the planets.

1 Work in groups. Make and color

1 Hold up your book. Get students to find page 76 with you.
2 Ask them what the children are doing (making a project) and then read the captions with the class and tell them they are going to make their own solar system.
3 Give out crayons, coloring pencils, scissors and paper.
4 Make sure everyone knows what to do. Encourage students to look back at page 75 to see the planets if they need to.
5 Monitor and help as needed.
6 Once everyone has colored and cut out their planets, show the class how to attach the planets to the hanger with string and sticky tape. Students are likely to need help with this.





Self Assessment

Read and color the stars that describe your effort

Vocabulary	I can read about daily activities with the help of my teacher. ☆	I can read about daily activities on my own. ☆☆	I can read, talk and write about my daily activities. ☆☆☆
Phonics	I can read words with pl and cl letter sounds with help. ☆	I can read the words with pl and cl letter sounds on my own. ☆☆	I can read and write words with the pl and cl letter sounds on my own. ☆☆☆
Life skills	I have problems keeping time. ☆	I sometimes keep time. ☆☆	I always keep time. ☆☆☆
Science /Math	I can identify most planets with the help of my teacher. I use the clock to tell time with help. ☆	I can identify and read about planets clearly. I use the clock to tell time. ☆☆	I can read and write about planets clearly. I can use the analog clock to talk about daily activities. ☆☆☆
Project	I worked alone to make a planet hanger. Some of my presentation was clear. ☆	I worked with my group to make a planet hanger. Most of my presentation was clear. ☆☆	We helped each other to make a planet hanger. My presentation was clear. ☆☆☆

77



STUDENT'S BOOK page 77

1 Show and tell

1 Use the planet flash cards to remind students of the planet names and *the biggest/the smallest*.
2 Encourage students to identify all the planets.
3 Work together as a class to sort the planets into the correct order from the sun.
4 Help students find page 77.
5 Encourage students to talk about their planet hanger. Remind them to talk about colors they know as well.
6 Remind students to listen to and respect the student speaking. Ask them to work in groups.
7 Monitor and help as needed. Give praise to motivate other students to share.
8 Invite one or two confident students to give their presentation to the whole class.

2 Point and say

1 Encourage students to describe their planet hangers. *There are 8 planets in our solar system. Jupiter is the biggest. The Earth is green and blue. Mars is red*, etc.
2 Praise all efforts and encourage students to describe the planets as much as they can.

Self Assessment

Read and color the stars that describe your effort

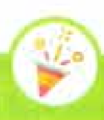
1 Point to the *Vocabulary* picture of Amira. Ask *Who is it?* to elicit her name. Encourage students to look back at page 65 and tell you what Amira is doing.
2 Read the three different sentences for vocabulary with the class. Ask students which box best describes their effort and achievement. Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in the future.
3 Ask students to color the stars in the correct box.
4 Do the same with the other sections. Monitor and check students are on task.

Closing

- Ask students to work in small groups of 3-4.
- Ask them to write down three things they have learned in the unit.
- Ask some confident groups to present what they wrote to the class.
- Write the title of Unit 6 on the board and ask students to guess what the next lesson will be about.
- Accept all reasonable answers.



PLAY TIME page 78



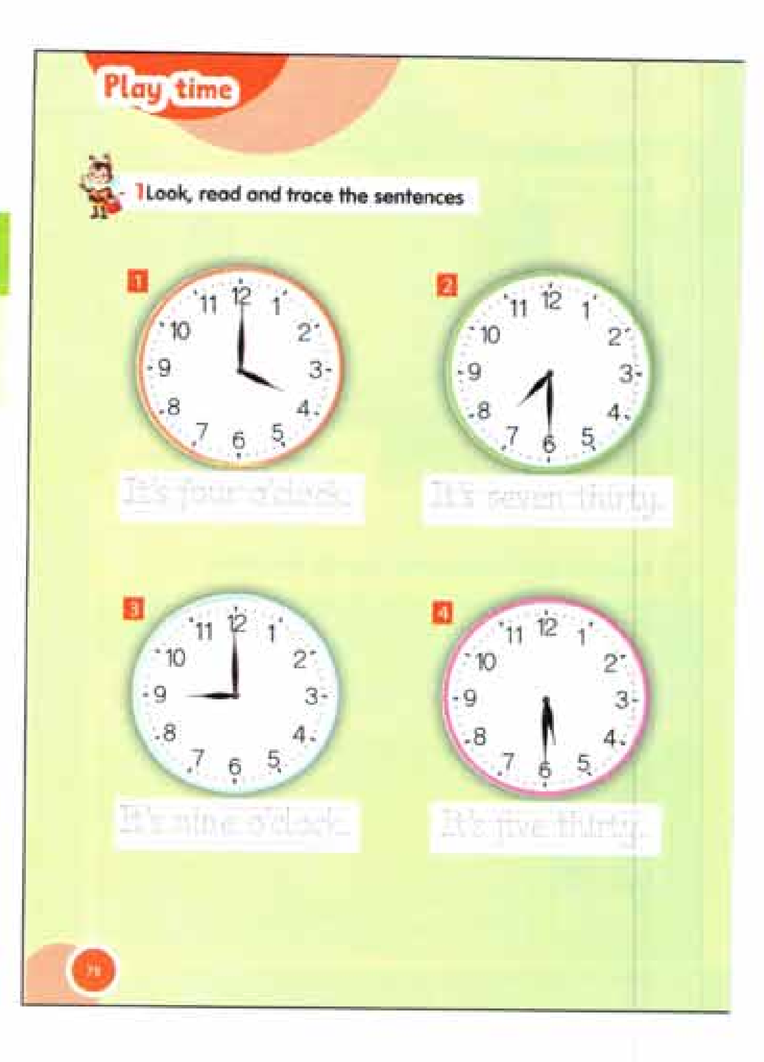
- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, read and trace the sentences

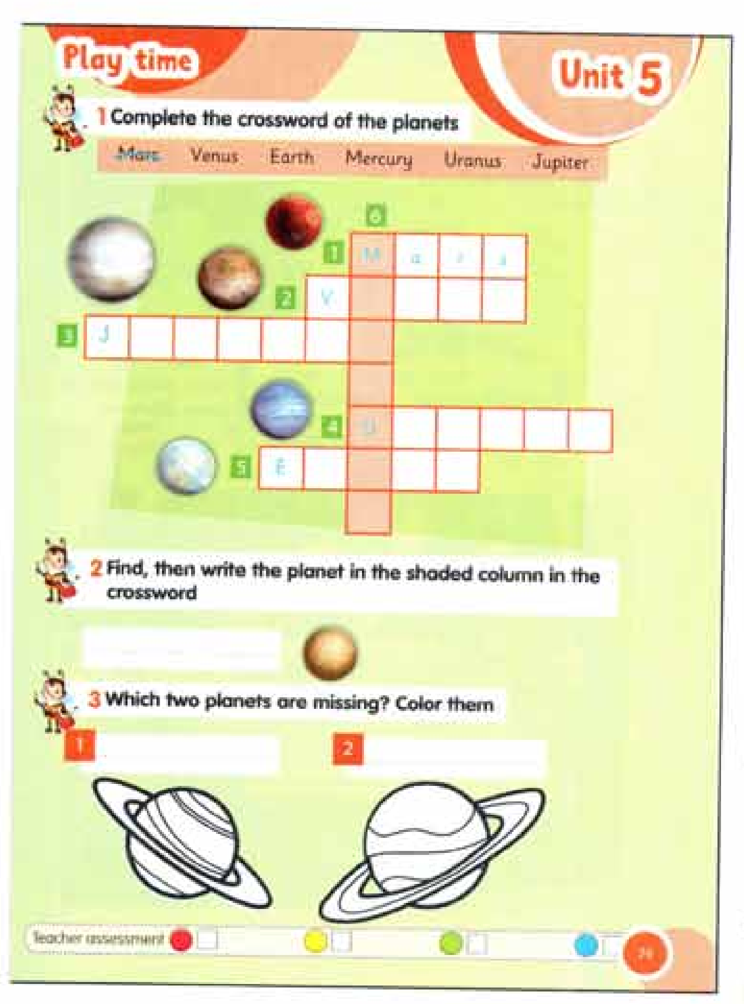
1 Remind the students of the clock times they know using their paper plate clocks. Call out a time and get students to set their clocks and show you. You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
2 Also remind students of how to say *seven thirty* in English.
3 Help students find page 78.
4 Get students to look and say the times on the clocks.
5 Then help them to read the sentences.
6 Get students to trace the words first with a finger, then with a pencil.
7 Monitor and check all can do this.

Fast finishers

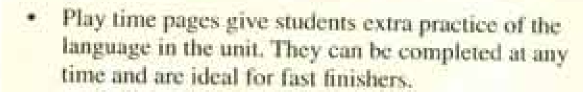
- Encourage fast finishers to say the sentences if they finish the tracing.











PLAY TIME page 79

- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Complete the crossword of the planets

1 Help students find page 79.
2 Ask if they can tell you which planet is Mars (as this one is done as an example).
3 Tell students they have some clues as they have the beginning of the planet names. Can they guess what they are?
4 Tell students there is one word they will finish in Exercise 2. Also, tell students they need to be careful with spelling or the crossword won't work as the clues form other words. If students aren't sure of spellings, they can look earlier in the unit.
5 You can set a time limit for this for extra challenge if needed and if you think this will suit your class.
6 Monitor and check all can do this and are on task.

Answers:



2 Find, then write the planet in the shaded column in the crossword

1 It should be easy to guess the planet in the red column if all answers are correct. Elicit the missing letters (c, y). Check all have filled in the crossword correctly.
2 Write the word on the board once you've elicited the missing letters for students to copy.

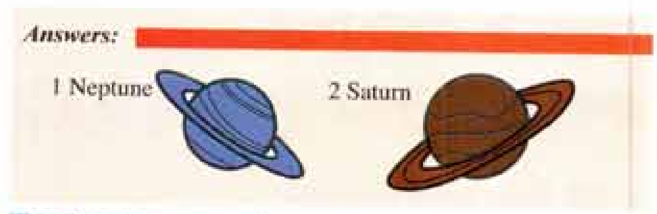
Answers:

Mercury

3 Which two planets are missing? Color them

1 Elicit the missing planets (*Saturn and Neptune*). Ask if anyone can tell you what color they are (brown and blue).
2 Tell students to write the name of the planets. Help with spelling as needed. Ask them to color the planets.

Answers:



Teacher Assessment

- Fill in the *Teacher Assessment* section based on how well the student has understood the content of the unit. If students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction for help.

Unit 6

LESSON 1 SB pages 80-81

Objectives:	To recognize food items To recognize healthy and unhealthy food
Vocabulary:	*egg, tea, chicken, juice, some, milk, burger, chicken, fries, fruit, grapes, ice-cream, juice, water; eat, drink, breakfast, lunch, dinner*
Language:	*Would you like some…? Yes please/No, thank you*
Materials:	Student's Book pages 80 and 81 Class CD Play food or flash cards: milk, burger, chicken, fries, fruit, grapes, ice-cream, juice, water; eat, drink, breakfast, lunch, dinner

Opener

- Now say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name).
- Review useful language from previous units which relates well to food: *eat, drink, breakfast, lunch, dinner,* etc.

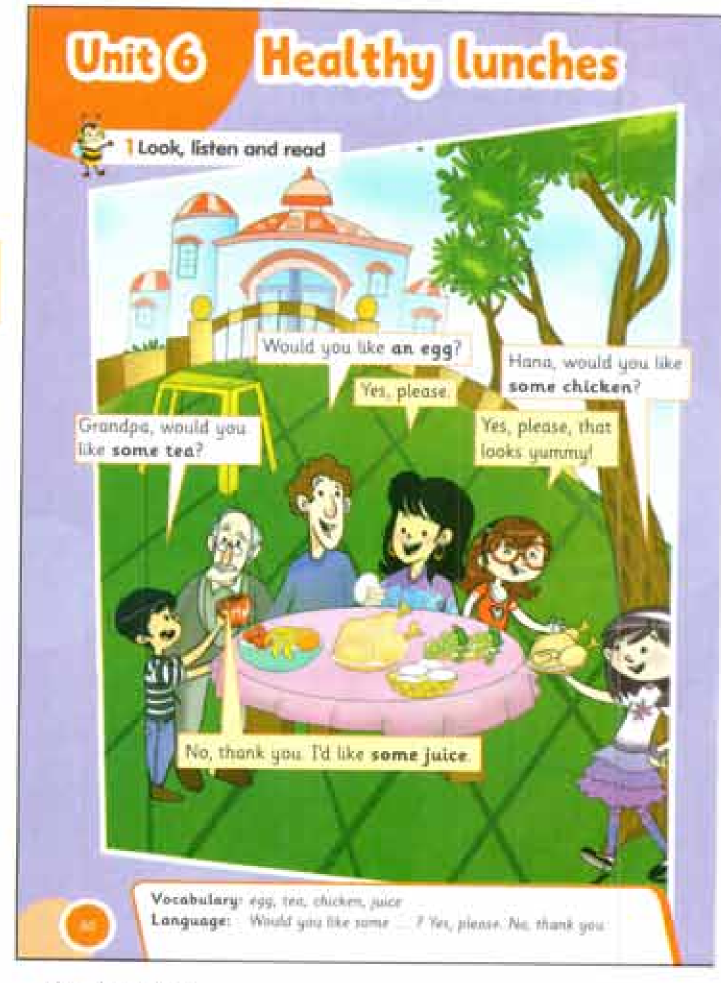
Presentation

1 Present the food vocabulary using play food or flash cards. Get students to repeat the words after you.
2 Then, ask students to repeat and point as you say the food.
3 Check understanding by mixing up the order and getting students to point and say.
4 Then, point to each item of food in turn and let students say the words *What's this?* Vary the order you point to the items. Say *Would you like some chicken?* Model the response for students: *Yes, please./No, thank you.*

STUDENT'S BOOK page 80

1 Look, listen and read

1 Hold up your Student's Book, open at pages 80-81, and say *Open your books.*
2 Ask students to look at the pictures and name any characters they recognize.
3 Cup your hand behind your ear and say *Listen.*
4 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the items as



they hear them.
5 Play the CD again, line by line. Ask students to repeat the words and point to the character who is speaking each time and the food as they hear it.

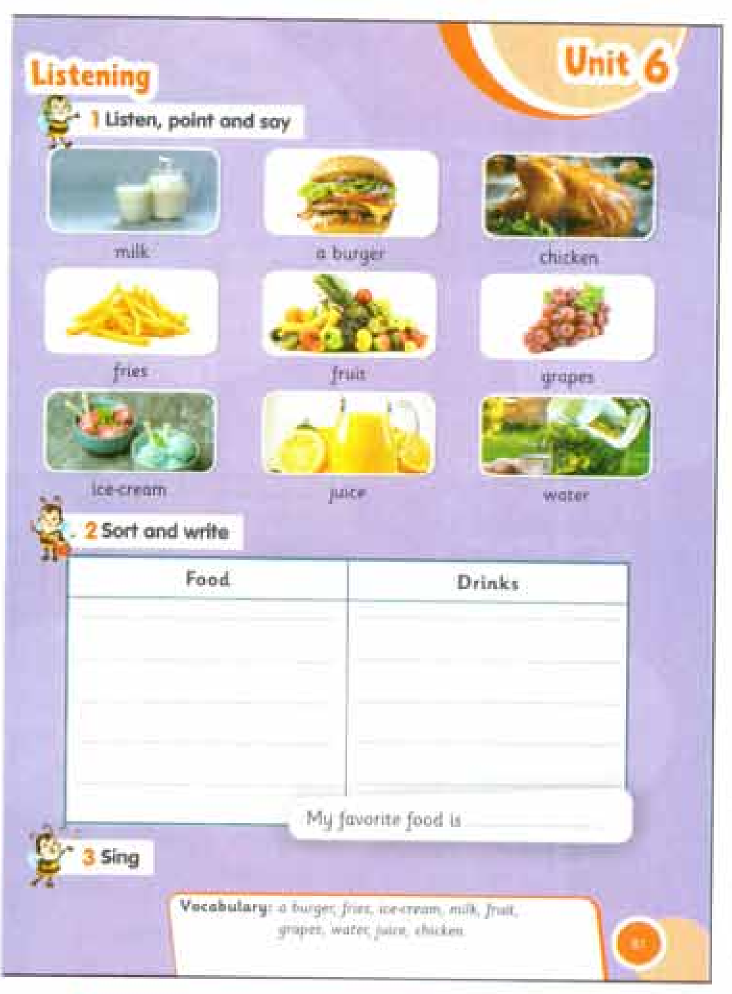
Audioscript

Hany:	*Grandpa, would you like some tea?*
Grandpa:	*No, thank you, I'd like some juice.*
Daddy:	*Would you like an egg?*
Mommy:	*Yes, please.*
Girl:	*Hana, would you like some chicken?*
Hana:	*Yes, please, that looks yummy!*

Extra practice

- Ask students if they know the English words for any things they can see in the picture (table, house, garden). Tell them to point and say.
- Practice the new language *Would you like an egg/some chicken/some tea/some juice?* with the whole class, and then with individual students. Begin slowly at first and make sure all the students understand and can follow. Use play food and have fun! Encourage students to say *Yes please./No, thank you.*





Listening

Unit 6

1 Listen, point and say

milk | a burger | chicken

fries | fruit | grapes

ice-cream | juice | water

2 Sort and write

Food	Drinks

My favorite food is ....

3 Sing

Vocabulary: a burger, fries, ice-cream, milk, fruit, grapes, water, juice, chicken

STUDENT'S BOOK page 81

1 Listen, point and say

1. Hold up your Student's Book and point to Exercise 1 on page 81.
2. Say *milk, a burger, chicken, fries, fruit, grapes, ice-cream, juice, water* and make sure students are pointing to the correct pictures.
3. Say *Listen*. Play the CD and demonstrate pointing to the first item and getting students to join in.
4. Play the CD again, word by word, and ask students to point and repeat.

Audioscript

milk *a burger* *chicken* *fries* *fruit*
grapes *ice-cream* *juice* *water*

2 Sort and write

1. Run through the new food items again and ask students (with an appropriate mime) *Which do you eat? Which do you drink?*
2. Go through the items with the class making sure that everyone knows which are food and which are drink.
3. Show students the word labels under the food and drinks and tell them they're going to sort them into *which are food and which are drinks*. Do the first couple (milk and a burger) saying *Milk. Food or drink? (Drink). A burger. Food or drink? (Food).*
4. Students sort and write with the help of the word labels.
5. Ask them what their favorite food is and help them write it at the bottom of the table.
6. Monitor and help as needed.

Answers:

Food	Drinks
a burger	milk
fries	water
fruit	juice
grapes	
chicken	
ice-cream	

3 Sing

1. Play the song verse by verse.
2. Get students to say the food or drink as they listen. Then, get them to join in a verse at a time and sing along. Tell them they can use the pictures to remind them.
3. Sing together as a class and point to the food and drink as they sing or make up simple mimes to go with the song, which will help students to retain and recall the new vocabulary and have fun at the same time. You can also use this as a guessing game.
4. Now, play the version of the song without words for students to sing along and do the actions if they can too. Prompt as needed and give praise.

Audioscript

What's your favorite food Amir, Amir, Amir?
What's your favorite food Amir? What's your favorite food?
It's ice-cream!

What's your favorite food Gameela, Gameela, Gameela?
What's your favorite food Gameela? What's your favorite food?
It's bread!

What's your favorite food Sherifa, Sherifa, Sherifa?
What's your favorite food Sherifa? What's your favorite food?
It's fruit!

Extra practice

- Play the CD, word by word again, and this time tell students to find and point to each of the food and drink items in the pictures in Exercise 1 and repeat the word. Encourage students by saying *Yes!* or *Well done!*
- Put students into pairs to do the same activity.

Unit 6

Student 1 names an item of food or drink; Student 2 finds it in the pictures in Exercise 1, points to it and names it, then swap over.

- Monitor students as they work and encourage and help them as needed.

Closing

- Put students into pairs to practice saying *What's your favorite food? My favorite food is (chicken).* Students say and point to their partner then swap round.
- Go around to monitor, encourage and help as necessary. Praise all their efforts.

LESSON 2 SB pages 82-83

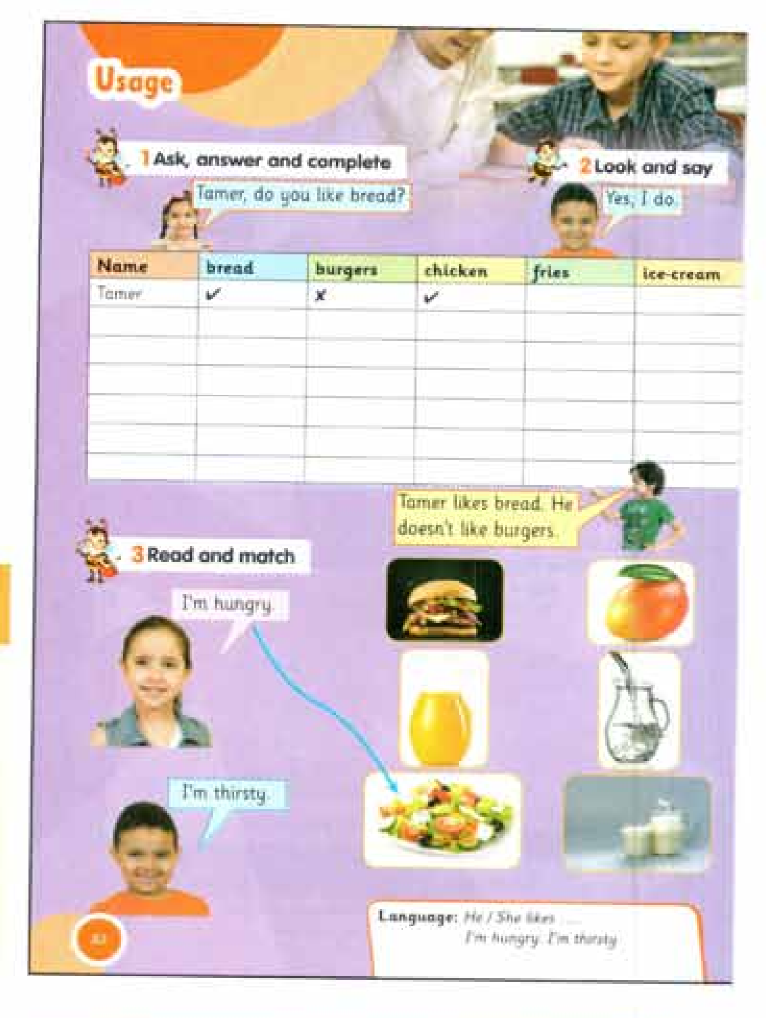
Objectives:	To identify some food items To recognize healthy and unhealthy food Resources: Coloring pencils or crayons for Exercise 3
Vocabulary:	*healthy, unhealthy, hungry, thirsty*
Language:	*Tamer likes bread. He doesn't like burgers.*
Materials:	Student's Book pages 82 and 83 Class CD Play food, real food, flash cards or pictures from magazines: carrot, cake, apple milk, burger, chicken, fries, fruit, grapes, ice-cream, juice, water Coloring pencils or crayons

Opener

- Review food and drink known to date with flash cards and/ or play food. Ask students at random what their favorite food is.

Presentation

1. Ask *Do you like bread/burgers/chicken/fries/ice-cream?* Get students to put up their hands to see who likes which food.
2. Practice *Do you like… Yes, I do/No, I don't* several times. Then, put either flash cards or play food on your desk and say *Do you like…?* Address individual students and encourage them to reply.
3. Say *I'm hungry. I want to eat* and *I'm thirsty. I want to drink.* Mime being hungry and thirsty.
4. Now, check understanding in pairs. Give out pictures, flash cards or toy food and get pairs to ask and answer with the known food and drink items, asking and then swapping and answering several times.
5. Monitor and help out as needed, making sure that all can ask and answer and know the food and drink items.



STUDENT'S BOOK page 82

1 Ask, answer and complete

1. Show students page 82 and get them to find it in their books.
2. Ask them what they see on the chart (food). Elicit the food items: *bread, burger, chicken, fries, ice-cream.* Model again *Do you like…? Yes, I do./No, I don't.*
3. Tell them they are going to ask others in the class what they like and don't like and put their name and a tick or a cross on the chart. Remind students how to do a tick or cross by putting them on the board.
4. Get students to mingle and ask what others like and record the answers with a tick or cross. Remind them to write the student's name.

Students' own answers

2 Look and say

1. Ask students to look at their completed charts and say what other students like and don't like.
2. Direct attention to the sentence about Tamer so they know what to say.
3. Monitor and check all are on task and give help as needed.





Healthy and unhealthy food

Unit 6

1 Look and read

Healthy food

It's good to eat healthy food. Healthy food like fruit and vegetables help our bodies and our teeth. Unhealthy food is not good for our bodies. It does not help our bodies grow.

2 Circle the correct answer

1 If something is healthy, it is **good / bad** for you.

2 Healthy food **helps / doesn't help** our bodies.

3 Color the healthy food

4 Read and complete

I like .... It's healthy. I don't like .... It's ....

Issues: Preventative health

3 Read and match

1. Show students the matching line and help students read the sentence *I'm hungry*. Say *She likes salad*. Get students to repeat.
2. Help students to read *I'm thirsty*. Say *He likes juice* and get students to point to the juice, then draw a matching line with a finger, then with a pencil.
3. Go through the other food and say *She's hungry/ He's thirsty. She/He likes,...* .
4. In pairs, students ask and answer using the food and drink pictures.
5. Monitor and assist as needed.

Answers:

I'm hungry: a burger, mango, salad
I'm thirsty: juice, water, milk

STUDENT'S BOOK page 83

1 Look and read

1. Use flash cards or play food to present *carrot, cake, apple*.
2. Present healthy and unhealthy (good for us/not good for us) and ask students *healthy or unhealthy*, going through new and already acquired food and drink vocabulary.
3. Help students find page 83.
4. Help students to read the text. Remind students of the words body and teeth.
5. Ask if they can see healthy food in the photo (yes, lots of fruit and vegetables).
6. Ask *Is unhealthy food bad for our bodies? (Yes). Is healthy food good for our bodies? (Yes). Does healthy food help our bodies grow? (Yes). Does unhealthy food help our bodies grow? (No).*

2 Circle the correct answer

1. The sentences are quite similar to the concept questions you asked the students in Exercise 1, so encourage students to read them, helping them only if necessary.
2. Tell students they need to circle the correct words.
3. Monitor and help as needed.



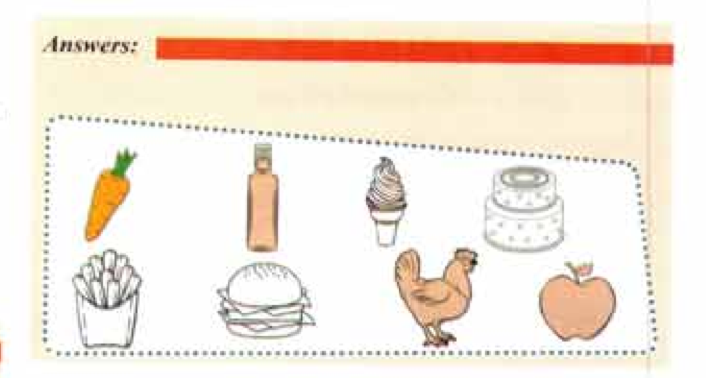
Answers:

1 good   2 helps

3 Color the healthy food

1. Ask *Is a carrot healthy? (Yes)*. Quickly go over the other food and drink *(juice/water, ice-cream, cake, fries, burger, chicken, apple)*.
2. Tell students they need to decide if the food is healthy and if it is then color it.
3. Monitor and help with colors as necessary. Check that all think apples/water/chicken are good for us.

Answers:



4 Read and complete

1. Ask students to think of a healthy food they like, and an unhealthy food that they don't like. Supply vocabulary if the words are unknown.
2. Make sure all can think of something healthy they like and if not, supply some food and drink items.
3. Monitor and assist with spelling as necessary.

Students' own answers

Unit 6

Practice game

- Use food flash cards or play food and ask students to sort them into two groups: healthy and unhealthy. Praise their efforts.

Closing

- Remind students of what they have learned. Say *You did a survey. You can sort healthy and unhealthy foods.* Praise all their efforts.

LESSON 3 — SB pages 84-85

Objectives:	To read a story To make, accept and refuse offers To learn about a supermarket
Language:	*Would you like some (bread)? Yes, please./ No, thank you.* *That looks yummy!*
CLIL:	Social Studies
Materials:	Student's Book pages 84 and 85 Class CD Play food or flash cards: milk, burger, chicken, fries, fruit, grapes, ice-cream, juice, water, yogurt, fish, salad

Opener

- Sing the song from page 81 with the class again.

Presentation

1 Remind students of the healthy and unhealthy food they learnt about it in the last lesson.
2 Ask students what food and drink they like/don't like.
3 Present *yogurt, fish, salad, yummy* using flash cards, play food and/or mime.

STUDENT'S BOOK — page 84

1 Listen and repeat

1 Help students find page 84.
2 Ask students to look at the pictures. Get them to tell you what they can see in the pictures. Ask *What food can you see on the table?* (fish, chicken, carrots, grapes). *What are Hana and Hany doing?* (Making a healthy meal for Mom and Dad).
3 Tell students they are going to listen to the story.
4 Play the CD and ask students to follow and point as they hear the words.
5 Play again and get students to listen and repeat.



Audioscript

Narrator:	*1*
Hany:	*Let's make a healthy lunch for Mom and Dad!*
Hana:	*Great idea!*
Narrator:	*2*
Hana:	*Dad, would you like some fish?*
Dad:	*That looks yummy! Thank you!*
Narrator:	*3*
Hany:	*Mom, would you like some yogurt?*
Mom:	*No, thanks. But can I have some salad? That looks good.*

2 Role-play the scene

1 Put students in groups of 4.
2 Get them to repeat the dialog in the story with expression if they can.
3 Monitor and help as needed.

3 Which foods are healthy and which are unhealthy? Look and say

1 Encourage students to tell you the healthy food on the story table.




Connect with Social Studies

Unit 6

1 Listen and read. Draw a circle around the title

A new supermarket in Zagazig

There is a new supermarket in town. It opened yesterday morning. It is very big. It is near Zagazig Primary School. It sells healthy food. Many people went **there** yesterday. They bought meat, chicken, bread, eggs, grapes, juice and many other things.

2 Read and put a (✓) or (✗)

a The new supermarket is in Aswan. ( )
b It is near a primary school. ( )
c It opened yesterday afternoon. ( )

3 Read and circle

a 'There' in line 6 means: the **supermarket / school**
b What is the opposite of big? **(small / sad)**
c The supermarket **sells / doesn't sell** healthy food.

Connect with Social Studies: Places in town

2 They may have to look back at the previous page for unhealthy food but also praise their own ideas.
3 Let students look at the pictures, read and talk to their partners about which are healthy / unhealthy.
4 Monitor and assist as needed.

Students' own answers

Extra practice

❑ Using the story dialog as a basis, suggest other food or drink students could add to the meal. You could further extend this by getting students to think of both healthy and unhealthy food and drink so Mom and Dad can say *No thank you* and ask for something healthy.

STUDENT'S BOOK page 85

1 Listen and read. Draw a circle around the title

1 Ask students what healthy food they can remember. Elicit as much as students can remember.
2 Ask students to look at the photo and tell you what they can see. Encourage all correct answers.
3 Ask students what they think the text is about. Accept all reasonable answers.
4 Tell students they are going to listen to the CD and read the text.
5 Draw the student's attention to the title and ask them to circle it.

Audioscript

There is a new supermarket in town. It opened yesterday morning. It is very big. It is near Zagazig Primary School. It sells healthy food. Many people went there yesterday. They bought meat, chicken, bread, eggs, grapes, juice and many other things.

Answers:

A new supermarket in Zagazig

2 Read and put a (✓) or (✗)

1 Get students to either listen to or read the text again.
2 Tell them they are going to put a tick or cross by the statements in Exercise 2.
3 Tell students to look at the text title carefully for the first answer.
4 Monitor and check all can complete the task.


Answers:

a ✗ b ✓ c ✗

3 Read and circle

1 Get students to read the text again before they do Exercise 3.
2 Explain that they have to circle the correct answer. Give them an example on the board *The supermarket sells **healthy/unhealthy** food.* Ask which is correct (healthy).
3 Students circle the correct answers.
4 Monitor and assist as needed.


Answers:

a supermarket b small c sells

Practice game

• Play *Shops* (Games bank, page 106).

Closing

• Remind students about what they have learned. Say *You read a story. You did a role-play. You learned about a supermarket.* Praise all their efforts.

Unit 6

LESSON 4 SB pages 86-87

Objectives: To identify the blends fr and dr
To find words with the fr and dr sounds
To write *fr* and *dr* in words

Vocabulary: *fries, fruit, friends, frog, drink, draw, dress, drum*

Materials: Student's Book pages 86 and 87
A selection of play food
Flash cards: fries, fruit, friends, frog, drink, draw, dress, drum
Class CD
Paper for the *Fast finishers* activity

Phonics cards: fr, dr, fries, fruit, friends, frog, drink, draw, dress, drum

Opener

- Use the selection of play food and ask the class to sort them into two groups: healthy and unhealthy. Praise their efforts.

Presentation – the blends dr and fr

1. Show the fries and frog flash cards. Ask what the sound at the beginning of the words is (fr). Can they think of any other fr words they know? Show students how to pronounce fr.
2. Hold up the drink flash card and ask *What's this?* Elicit drink. Ask what the sound at the beginning of the word is (dr). Can they think of any other dr words they know Show students how to pronounce dr.
3. Go through the rest of the flash cards, getting students to listen and repeat after you.
4. Write the digraph dr and fr on the board.
5. Stick the flash cards around the blends on the board and run through them again, getting students to say the words.
6. Now, call one of the dr or fr words and get a student to come and point to the correct flash card. Check that all are following and ask *Is* (name) *correct*, letting other students have a turn.

STUDENT'S BOOK page 86

1  Look, listen and repeat

1. Help students find page 86.
2. Get students to look at the pictures.
3. Listen to the CD and point as they hear the fr and dr words.
4. Play again to make sure everyone has identified the *fr* and *dr* words.



5. Now, play again and get students to listen and repeat

Audioscript

/fr/, fries	*/fr/, fruit*
/fr/, friends	*/fr/, frog*
/dr/, drink	*/dr/, draw*
/dr/, dress	*/dr/, drum*

2 Look and write the words

1. Ask students to look again at the fr words. Write them in the spaces.
2. Then, do the same for the dr words.
3. Monitor and check all can do this.

Answers:

fr: fries, fruit, friends, frog
dr: drink, draw, dress, drum





fr dr

Unit 6

Learn to write with Busy Bee!

1 Listen, read and complete

1 Burgers and .... are unhealthy.

2 The .... is green.

3 My .... is pretty.

4 The .... is yummy.

5 I .... my cat.

6 I .... water when I'm thirsty.

a b c d e f g h i j k l m n o p q r s t u v w x y z

87

Audioscript

Narrator:	*1*
Boy 1:	*Burgers and fries are unhealthy.*
Narrator:	*2*
Girl 1:	*The frog is green.*
Narrator:	*3*
Girl 2:	*My dress is pretty.*
Narrator:	*4*
Boy 2:	*The fruit is yummy.*
Narrator:	*5*
Girl 3:	*I draw my cat.*
Narrator:	*6*
Boy 3:	*I drink water when I'm thirsty.*

Answers:

1 fries	2 frog	3 dress
4 fruit	5 draw	6 drink

STUDENT'S BOOK page 87

1 Listen, read and complete

1. Get students to tell you fr and dr words they remember.
2. Show the fr and dr flash cards and elicit the dr and fr words. Mix in some other sounds for discrimination. Say *Is it fr or dr?*
3. Help students find page 87.
4. Get them to look at the pictures.
5. Go through and elicit the words from the pictures.
6. Now, get students to write the words in the gaps.
7. Give help with spelling if necessary.
8. Monitor and make sure all can do this. Check hand positions for writing and help as needed.
9. Encourage students to say the words as they write them.

Fast finishers



- Students can make a fr and dr poster to be displayed on the wall. They write and decorate a large fr and dr on the page and draw a picture to match the blends.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

Play *Circle it* (Games Bank, page 104).

- Write some words students know from earlier units on the board and the sounds fr and dr.
- Ask students to come to the board and circle words with fr and dr.
- Write some of the fr and dr words with missing letters for students to complete to add challenge.

Closing

- Remind students of what they have learned. Say *You learned two new sounds. You can write words with fr and dr.* Praise all their efforts.

Unit 6

LESSON 5 SB pages 88-89

Objectives:	To identify soft and hard materials
Values:	Appreciation of Science
Vocabulary:	*soft, hard, cucumber, cotton, date, teddy bear*
CLIL:	Connect with Science: hard and soft materials
Materials:	Student's Book pages 88 and 89 Real objects: date, cucumber, chair, toy cat, teddy bear, tennis ball, cotton, toy car, book Coloring pencils or crayons

Opener

- Greet the class and get them to greet you back.
- Sing the song from page 81 with the class again.

Presentation

1 Present the new vocabulary *soft* and *hard* using soft toys and classroom furniture. Ideally have a range of different items which are hard or soft.
2 Put the flash cards on the board and get students to tell you *soft* or *hard*.
3 Tell them to think about hard and soft food they know (burgers/fries/eggs/fruit/salad).

STUDENT'S BOOK page 88

1 Look and read

1 Help students to find page 88.
2 Get them to look at the pictures. Say *hard or soft?*
3 Let students, in pairs, decide if the items in the picture are hard or soft.
4 Read the speech bubbles and ask the students to repeat.

2 Is it hard or soft? Touch and say

1 Get as many as possible of the items from page 88 together.
2 Let students touch them all and say if they are soft or hard. Encourage them to say the name of the object too, if they can (this is not essential: the main point is that students grasp the concept of soft and hard and can tell the difference between the two).

3 Read and circle

1 Get students to look at the pictures in Exercise 3.



2 Ask if the things in the pictures are soft or hard. Show them the example and that soft is circled because dates are soft.
3 Get them to read and think about the other pictures and sentences and circle the correct answer.
4 Monitor and help as needed.



Answers:

2 soft 3 hard 4 hard

Extra practice

- Encourage students to find hard and soft things in the classroom and say *hard* or *soft*. You could do a *Materials Walk* around the school and get students to spot hard and soft things around them. Praise all efforts.







STUDENT'S BOOK page 89

1 Look and sort

1 Remind students of the items from page 88 so students can recognize them in order to sort them.
2 Hold up your book. Point to Exercise 1 on page 89.
3 Show a toy car and say *Is it soft or hard?* Show students that the picture is in the hard column as an example.
4 Show a teddy and say *Is it soft or hard?* Show students that the picture is in the soft column as an example.
5 Read the words in the box at the top with the class.
6 Encourage students to work in pairs. Tell them to draw the picture and write the word in the correct column.
7 Monitor and help as needed.

Answers:

hard	soft
book	date
cucumber	cotton
	ice-cream
	cake

2 Point and say

1 Ask students to work in pairs to point to the items in the table in Exercise 1 and make sentences about them. For example *The teddy bear is soft.*
2 Go around the classroom as they work, monitoring and helping as necessary.

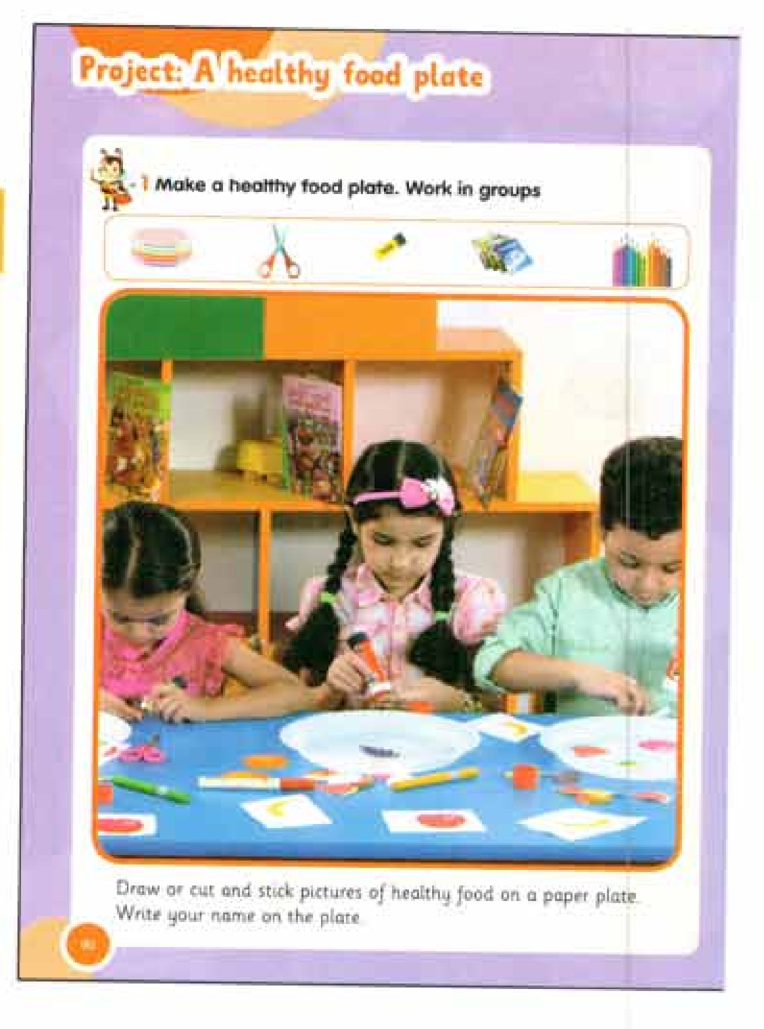
Fast finishers



- **In pairs, students find things in their school bags or on their desk and say if these things are soft or hard.**

Closing

- Bring realia or pictures of some items to class. Make sure some of them are hard and others are soft.
- Hold up one item and ask students to determine whether they are hard or soft.
- Say *In our next class, we will make a healthy food plate.*



LESSON 6 — SB pages 90-91

Objectives:	To practice the language of the unit To create a healthy food plate picture To work together and share resources, taking turns To present to others in the *Show and Tell* To talk about food and drinks you like
Language:	*This is my healthy food plate.*
Materials:	Student's Book pages 90 and 91 Paper plates Glue Coloring pencils or crayons Pictures of food cut out from magazines Scissors Optional: A completed healthy food plate

Opener

- Use flash cards to review known food vocabulary.
- Ask students if they remember which food is healthy and unhealthy. Elicit ideas on the board in two columns. Use flash cards if this is easier and get students to come and put them in the correct column. Praise their good achievements.

Presentation

1 If you have one, show students your completed healthy food plate. Let students elicit the food on the plate.
2 Explain that you made the plate by sticking healthy food onto a plate.

STUDENT'S BOOK — page 90

1 Make a healthy food plate. Work in groups

1 Hold up your book. Help students to find page 90 with you.
2 Tell them the children are making healthy food plates and they are going to make their own plates.
3 Give out paper plates, crayons, coloring pencils, scissors, pictures of food and glue. Help with cutting out as needed.
4 Tell students if they're not sure if a food is healthy or not to check with you or a friend before they stick the food down.
5 Make sure everyone knows what to do. Monitor and help as needed.
6 Remind everyone to write their names on their plates.
7 Praise all efforts.
8 You could make a wall display and use it for review and reinforcement.




Show and tell

Unit 6

1 Show and tell

Language: *This is my healthy plate.*

Self Assessment

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Vocabulary	I can read about foods and drinks with the teacher's help.	I can read about foods and drinks on my own.	I can talk and write about foods and drinks and likes and dislikes.
Phonics	I can read words with *fr* and *dr* letter sounds with the help of my teacher.	I can read the words with *fr* and *dr* letter sounds on my own.	I can read and write words with the *fr* and *dr* letter sounds.
Life skills	I rarely eat healthy food and drinks.	I sometimes eat healthy food and drinks.	I always eat healthy food and drinks.
Science /Math	I can identify hard and soft material objects with the help of my teacher.	I can identify hard and soft material objects on my own.	I can sort different objects into soft and hard material groups.
Project	I worked alone to make a healthy food plate. I had some problems presents my healthy food plate.	I worked with my group to make a healthy food plate. I talked about my healthy food plate.	We helped each other to make a healthy food plate. I talked about my healthy food plate clearly.

91



STUDENT'S BOOK page 91

1 Show and tell

1. Model the language of the unit and show one of the students' healthy plates, saying *This is* (name)*'s healthy food plate.*
2. In pairs, get students to show and tell about their healthy plates. Monitor and help as needed.
3. Divide students into groups of 3 or 4.
4. Finally, encourage any students who want to present to the class to show and tell about their healthy plates.
5. Praise all efforts and say *Well done everyone!*

Extra practice

❑ Make another plate of favorite food. Encourage students to think of healthy food they like.

Self Assessment

Read and color the stars that describe your effort

1. Point to the *Vocabulary* picture. Ask students to say some of the words they learned in the unit (food and drinks).
2. Read each of the 3 options for the *Vocabulary* section with the class. Ask students which description best fits them. Explain that it is not a problem if they think the first sentence fits them best, but it just means that they need more practice and to put in a little more effort.
3. Ask students to color the stars in the box which they chose.
4. Do the same with the other sections. Monitor and check students are on task.

Closing

- Say *Now you can talk about healthy and unhealthy food. You can talk about your favorite food. You can sort hard and soft things. You can make a beautiful healthy food plate.*
- Praise students for their hard work on Unit 6.





PLAY TIME page 92

- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Complete the food and drink words

1 Remind students of the food and drink they know with flash cards and play food. Call out the food or drink and get students to touch or point to them. You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
2 Help students find page 92.
3 Point to a photo and get students to give you the name of the food or drink.
4 Show them the gapped words below the food and the completed example.
5 Tell them they need to fill in the missing letters to complete the words.
6 Monitor and check all can do this.



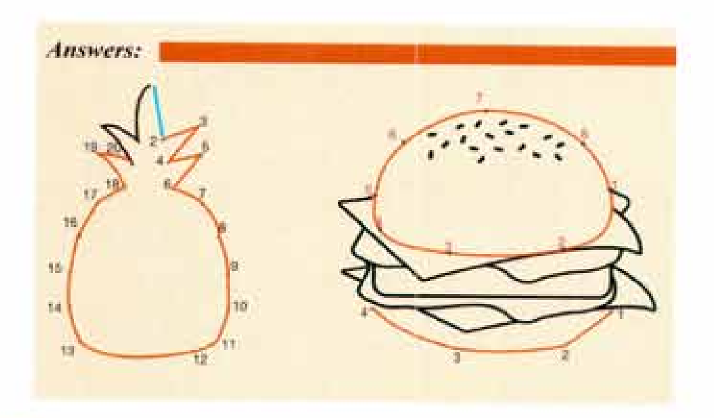
Answers:

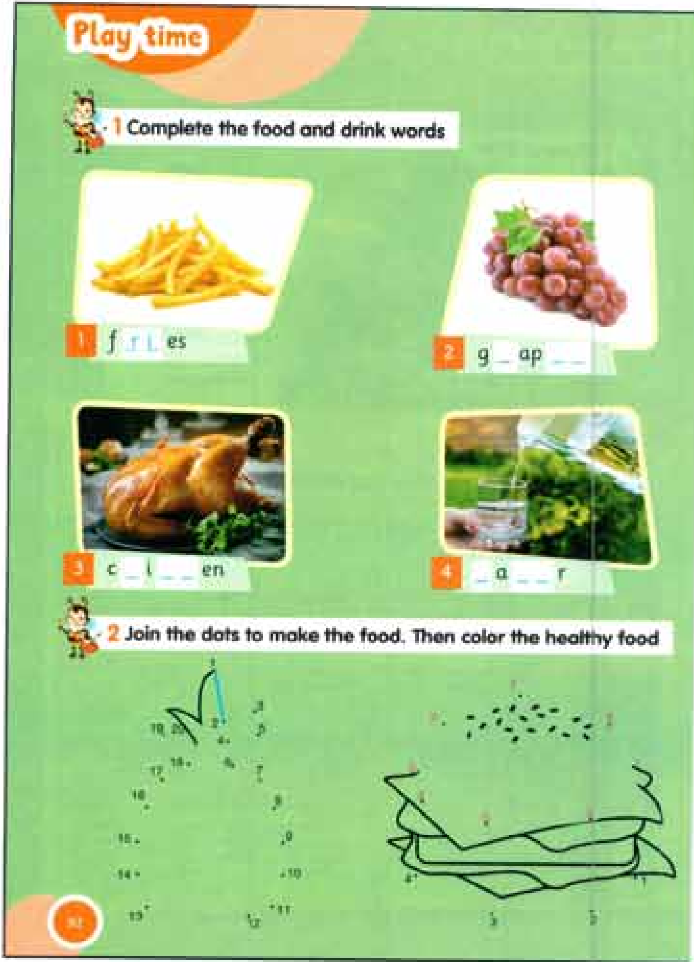
2 grapes 3 chicken 4 water

2 Join the dots to make the food. Then color the healthy food

1 Tell students they need to follow the order of the numbers and join the dots. Make sure they match the red numbers together and the black numbers together in the second picture.
2 Ask students what the pictures are (a pineapple, a burger). Remind them to color only the healthy food.
3 Monitor and give praise.

Answers:



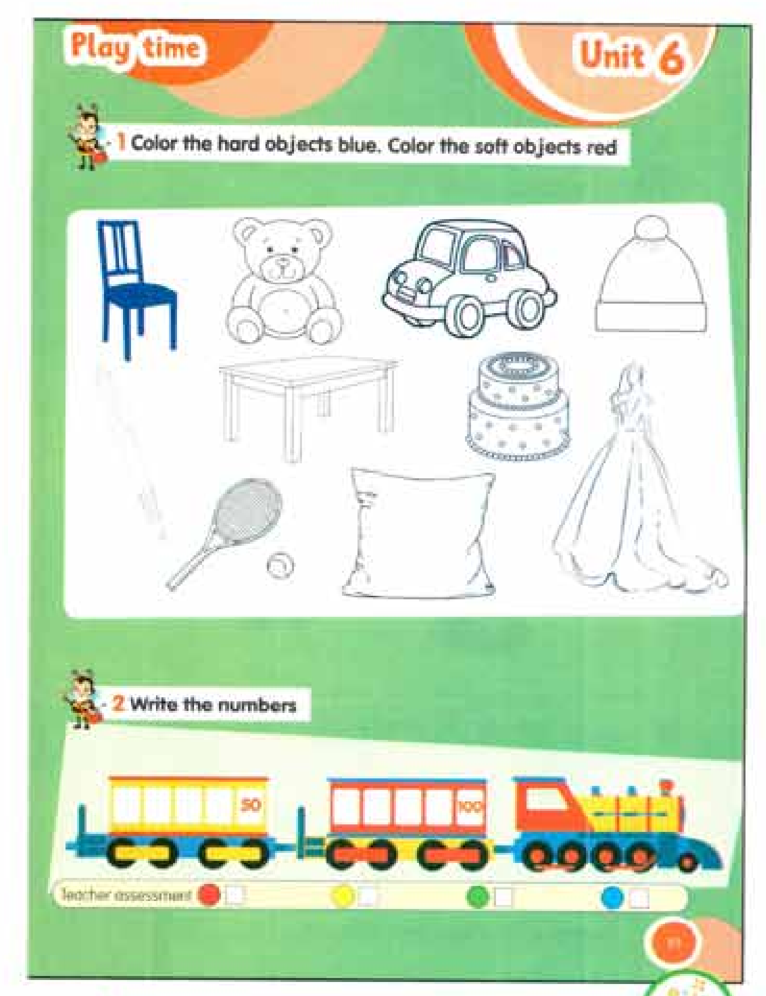





Fast finishers

- Ask students to draw another plate of healthy food and color it.







PLAY TIME page 93

- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Color the hard objects blue. Color the soft objects red

1. Remind students of the soft and hard objects they talked about in *Connect with Science*. Can they point to the soft objects? Can they point to the hard objects? You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
2. Help students find page 93.
3. Go through the pictures and elicit *soft* or *hard* from students.
4. Point out the example (hard) and tell students to color the hard object blue.
5. Then ask them to color the soft objects red.
6. Monitor and help as needed. Give praise for correct answers and neat coloring.

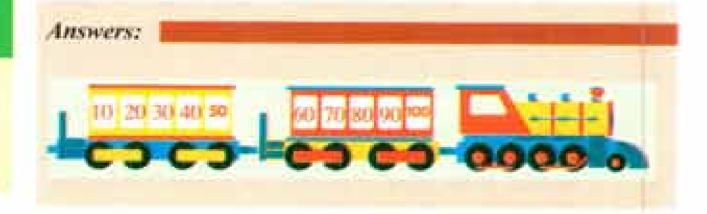
Answers:



2 Write the numbers

1. Use flash cards or your hands (hold up ten fingers, open and close the fingers for each ten to count in 10s) and chant to remind students of numbers to a 100 in 10s.
2. Put flash cards on the board but not in sequence. These will be a writing reminder but shouldn't give students the number's order.
3. Ask students to fill in the 10s to a 100 on the train. Encourage them to say the numbers as they write them. Monitor and help with number formation as needed.

Answers:



Teacher Assessment

- Fill in the *Teacher Assessment* section based on how well the student has understood the content of the unit. If students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction for help.

Review 2

LESSON 1 SB pages 94-95

Objectives:	To revise the vocabulary and language from Units 4-6
Vocabulary:	*swimming, basketball, football, karate, tennis; eat lunch, get up, go to school, drink, go to sleep; ice-cream, chicken, juice, grapes, bread, burger, fries; numbers 10-100*
Language:	Revision of language from Units 4-6
Materials:	Student's Book pages 94 and 95 Flash cards: swimming, basketball, football, karate, tennis; eat lunch, get up, go to school, drink, go to sleep; ice-cream, chicken, juice, grapes, bread, burger, fries Number flash cards 10s (10-100) Class CD

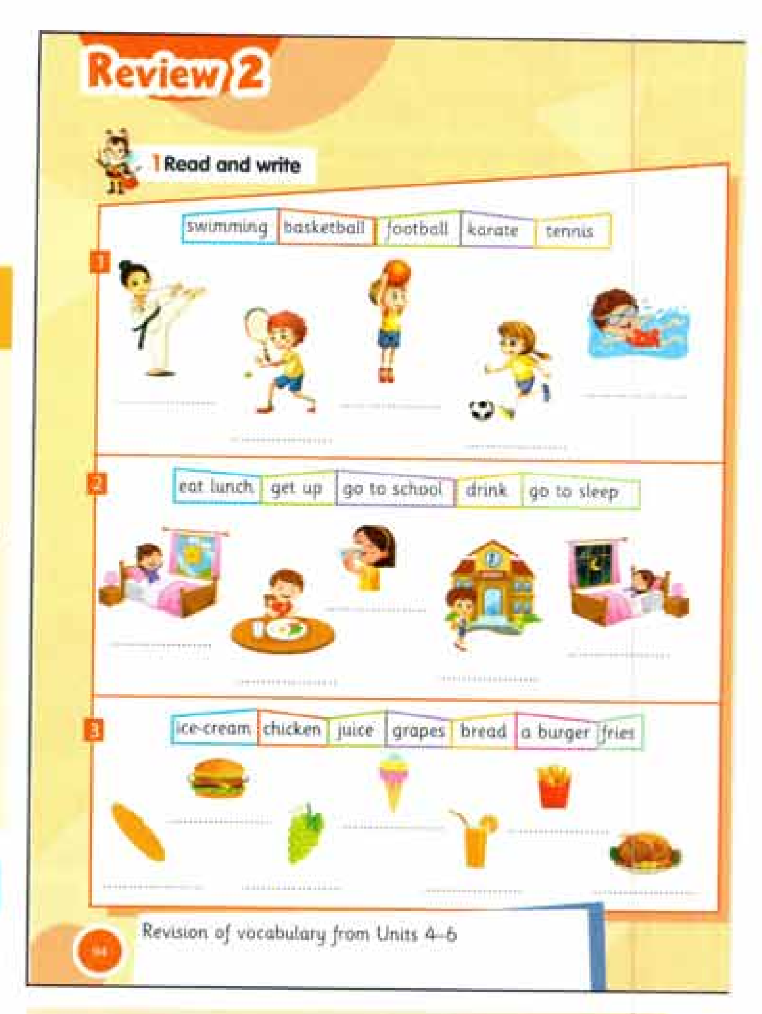
STUDENT'S BOOK page 94

Opener

- Welcome children with a smile.
- Revise the vocabulary from units 4-6 with a game of *Snap* (Games bank, page 106).

1 Read and write

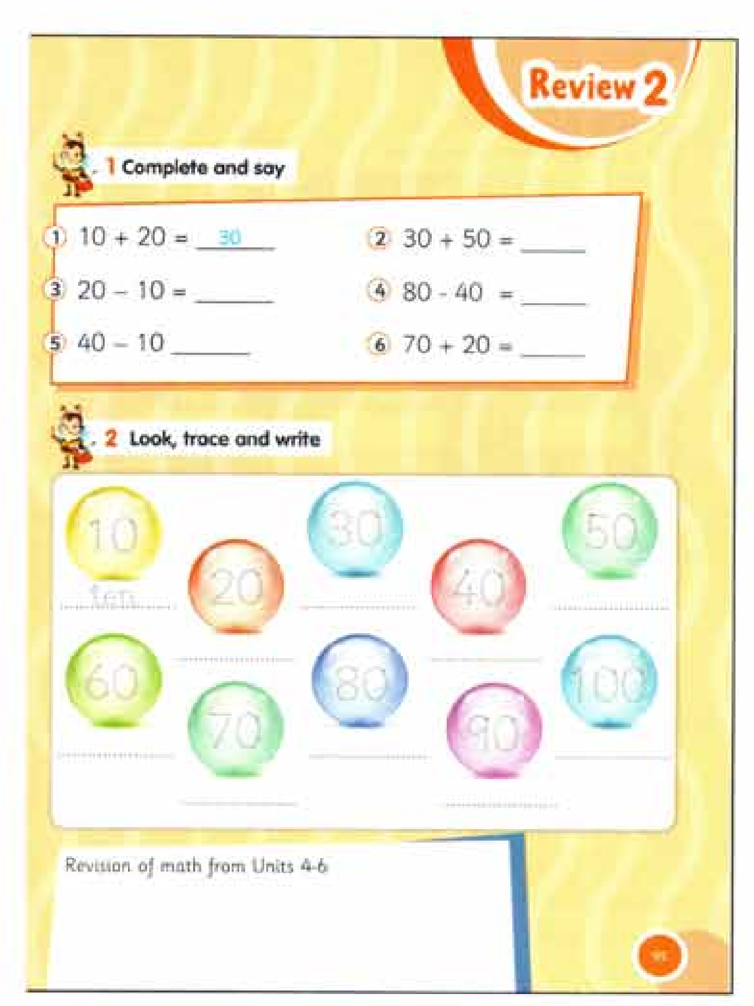
1 Help students to find page 94.
2 Ask students *What sports can you see?* Elicit all the words.
3 Ask students *What parts of the day can you see? What are they doing?* Elicit all the words.
4 Ask students *What food and drink can you see?* Elicit all the words.
5 In pairs get students to ask and answer, pointing and naming as many sports, daily routine phrases and food and drink as they can.
6 Ask students to work in pairs to write the words under each picture.
7 Go around the classroom as they work, monitoring and helping as necessary.



Answers:

1 karate - tennis - basketball - football - swimming
2 get up - eat lunch - drink - go to school - go to sleep
3 bread - a burger - grapes - ice-cream - juice - fries - chicken





STUDENT'S BOOK page 95

1 Complete and say

1 Review numbers 10 - 100 using flash cards, using both numerals and number words ten to hundred.
2 Do some simple sums on the board, using the flash cards, to remind students of *plus* and *minus*. Write the notation on the board to remind students.
3 Help students find page 95.
4 Go through the first sum and do it with the class (counting out the tens).
5 Ask students to do the sums in Exercise 1. Students can do this in pairs if they're not very confident.
6 Monitor and help out as needed.
7 Ask students to check their answers in pairs. Then check as a class.

Answers:

2 - 80
3 - 10
4 - 40
5 - 30
6 - 90

2 Look, trace and write

1 Get students to look and point and say the 10s numbers.
2 Put the number words 10 - 100 on the board and call them out, getting students to come and point to the correct word.
3 Leave them on the board to help with the final part of Exercise 2 if you think your class will need this.
4 Air write the numbers 10 - 100. Encourage students to copy you.
5 Then, ask students to trace the numbers. Monitor and check all can do this and remind students to trace neatly.
6 Now, ask students to write the numbers in words ten to hundred. Tell them they can look at the board to help them with spelling.
7 Monitor and check all can so this and give help with writing as needed.

Answers:

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Fast finishers



- **Students draw either a number or a number word on a partner's back and they guess the number, then swap over.**

Practice game

- Play *Point to the card* (Games bank, page 106) using flash cards to practice numbers 10 - 100 learnt in Units 4-6.

Closing

- Put students into pairs to practice sums, with one student giving the question and the other responding. Students then swap round.
- Go around to monitor, encourage and help as necessary. Praise all their efforts.

Review 2

LESSON 2 — SB pages 96-97

Objectives:	To revise the planets and solar system knowledge To evaluate progress in Units 4-6
Vocabulary:	*Uranus, Mercury, Saturn, Earth, Mars, Jupiter, Neptune, Venus*
Materials:	Student's Book, pages 96 and 97 Flash cards: Uranus, Mercury, Saturn, Earth, Mars, Jupiter, Neptune, Venus Colored pencils or crayons

STUDENT'S BOOK — page 96

Opener

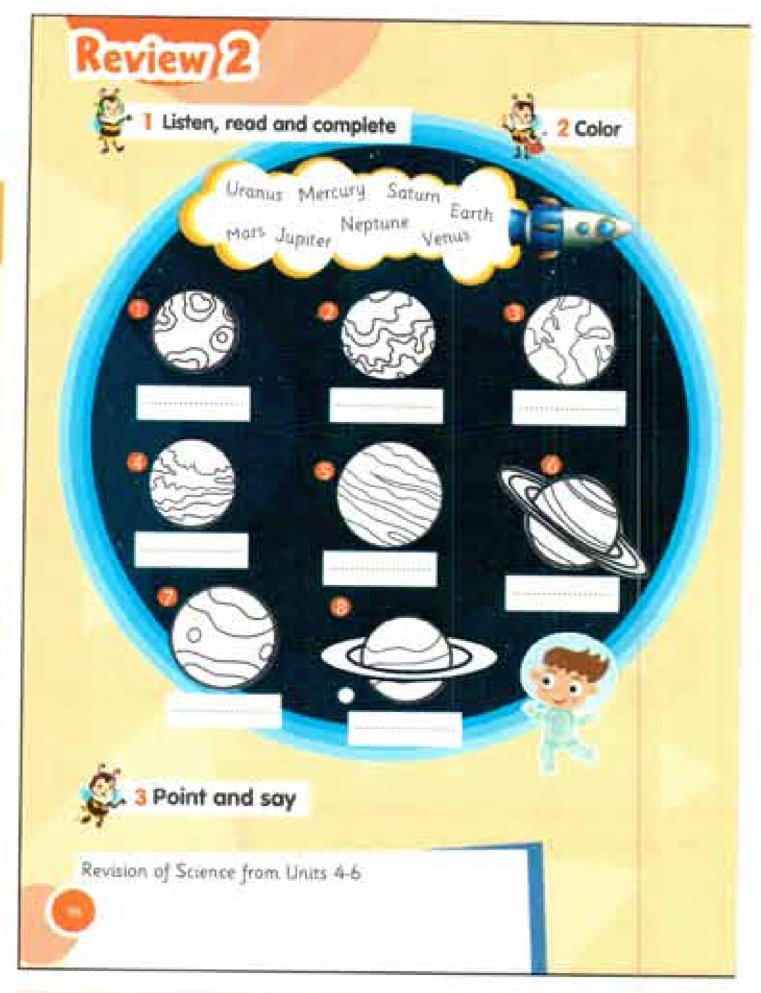
- Wave to the class and say *Good morning/Good afternoon* and get them to reply.
- Show the flash cards and elicit any planets students can remember.
- Then show the planet names flash cards and see if students can match any to the planets.

1 Listen, read and complete

1 Help students to find page 96. Point at Exercise 1.
2 Read the planet names, eliciting help from students if they can help you.
3 Go through the planet sketches and make sure students can tell which is Earth, etc.
4 Play the CD and ask students to listen for the colors of the planets. Tell them they will color them in Exercise 2, but can make a coloring pencil or crayon mark by each one so they remember which color to use.
5 Play the CD and tell students to listen and point to the words.
6 Play again and this time students write the names of the planets.
7 Play the CD again once more so students can check and color in the planets, as this is quite a complex task.
8 Monitor and check all can do this.

Audioscript

1 It's Mercury. Color Mercury green.
2 It's Venus. Color Venus gray.
3 It's Earth. Color Earth blue.
4 It's Mars. Color Mars red.
5 It's Jupiter. Color Jupiter brown.
6 It's Saturn. Color Saturn yellow.
7 It's Uranus. Color Uranus black.
8 It's Neptune. Color Neptune green.



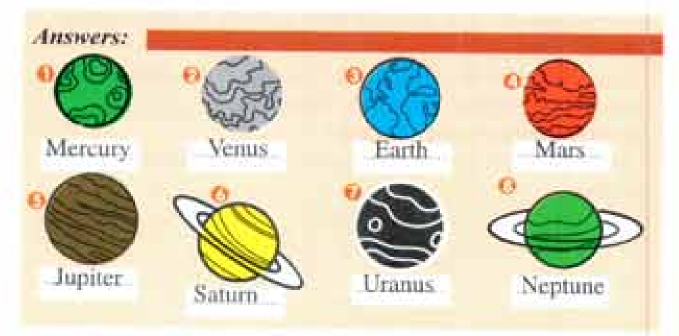
Answers:

1 Mercury	2 Venus	3 Earth	4 Mars
5 Jupiter	6 Saturn	7 Uranus	8 Neptune

2 Color

1 Students finish any coloring not done while listening to the audio.

Answers:



3 Point and say

1 Encourage students to point and say *It's Mercury. Mercury is green*, etc.
2 If you have time do a quick quiz in pairs. One student says *The planet is green. It starts with N. What is it?* (to elicit *Neptune*). Then, swap over. Encourage them to take turns.
3 Go around the classroom as they work, monitoring and helping as necessary.





STUDENT'S BOOK page 97

1 Tick what you can say

1. Hold up your book. Point to the sports and elicit as many as students can remember.
2. If the students are confident that they know the words, they should put a tick in the box at the top of the panel.
3. Point to the daily routines and ask students if they can say the phrases.
4. If the students are confident that they know the phrases, they should put a tick in the box at the top of the panel.
5. Hold up your book. Point to the food and drink. Ask students to name them. Ask students if they know these words. If they are confident that they know the words, they should put a tick in the box at the top of the panel.
6. Point to the phonic blends. Elicit the sounds and ask students to say them. Can they think of words with the sounds given?
7. When students are happy that they know them, they should put a tick in the box at the top of the panel.
8. Say *Well done!* to the class.

Students' own answers

Practice game

- In pairs, students play *Guess the word* (Games bank, page 105) to revise words and letters.

Closing

- Play *Word whispers* (Games bank, page 107) to revise all the known vocabulary.
- Go around to monitor, encourage and help as necessary.
- Praise all their efforts.



LESSON 1	SB pages 98 to 113
Objectives:	To read and understand a traditional tale To enjoy reading in English
Vocabulary:	*Gingerbread man, oven, river, catch*
Materials:	Student's Book pages 98 to 113 Class CD

Opener

- Welcome the children with a smile.
- Ask students to name as many animals in English as they can. Write their ideas on the board. Which of the animals live in Egypt?

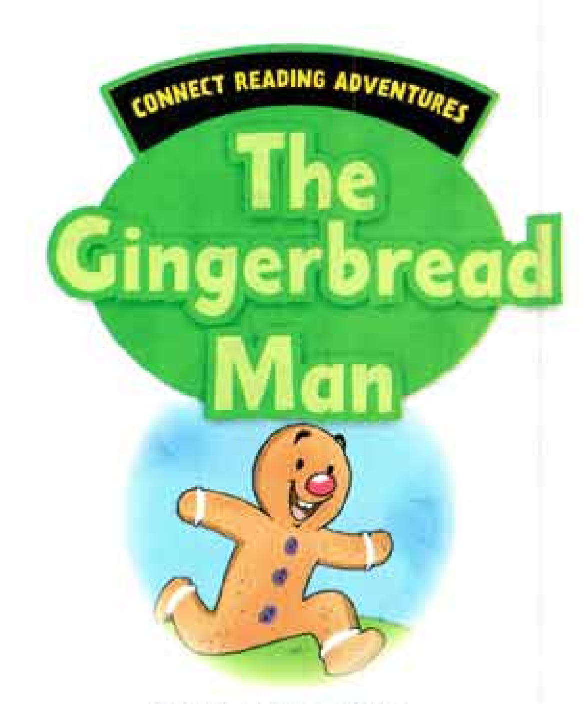
Presentation

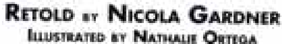
1 Explain to the class that in today's lesson, the class will listen to and read a story together. First, they are going to learn some words from the story.
2 Show the title page and present *gingerbread man*. Ask students to repeat after you.
3 Help students to find page 99. **Ask students to point and repeat as you say the words.** Encourage them to say what they can about the pictures.
4 Explain that gingerbread is a sort of biscuit. Ask what they think the story is about.

STUDENT'S BOOK pages 98-112

The Gingerbread Man

1 Let students look through the story and just look at the pictures.
2 Answer any questions they might have, or tell them their questions will be answered as you read.
3 Now look at the first two pages of the story together. Ask *What can you see?* Encourage students to speak as much as possible and praise all correct answers.
4 Play the audio and ask students to listen and follow, pointing to the pictures.
5 Play the story again, this time with students following the text.
6 Ask simple concept questions: *Does the gingerbread man run away? (Yes). Who wants to eat the gingerbread man? (the cat, the duck, the fox). Why does he need help from the fox? (Because he can't cross the river).*







Audioscript

Narrator:	*Grandpa and Grandma sit in their house.* *It's eleven thirty. They are hungry.* *Grandma makes a gingerbread man.* *She opens the oven. The gingerbread man jumps out.* *The gingerbread man runs into the garden.*
Grandma:	*Stop! Stop!*
Narrator:	*Grandpa jumps up. He runs into the garden.*
Gingerbread man:	*Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.*
Cat:	*Yummy! Can I eat you? You look good to eat.*
Gingerbread man:	*Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.*
Duckling:	*Yummy! Can I eat you? You look good to eat.*
Gingerbread man:	*Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.*
Narrator:	*The gingerbread man comes to a river.*
Gingerbread man:	*Oh no! A river!*
Fox:	*I can help you. Climb on my nose.*





Events in the story

1 Look, find and circle the people and animals

gingerbreadmangrandpagrandmaducklingfoxcat

2 Who says what? Read and match

1 The gingerbread man
2 fox
3 Grandma
4 cat

a Yummy! Can I eat you?
b You can't catch me.
c Climb on my nose.
d Let's go home.

3 Read and complete

opens eat hungry garden

1 Grandma and Grandpa are ....
2 The gingerbread man runs into the ....
3 The fox .... its mouth to eat the gingerbread man.
4 The cat wants to .... the gingerbread man.

113

Narrator:	*The sun is high. The river is quiet. The fox is hungry.* *The fox opens his mouth.*
Gingerbread man:	*Oh no!*
Grandma:	*I've got you. Let's go home.*
Narrator:	*Grandma, Grandpa and the gingerbread man are happy.*

7 Before they listen again, students can look at the picture dictionary on page 99 to remind them of the new words. Now ask the class to listen to and read the story again.
8 Play the CD again.
9 Now ask them some general questions about the story. Do the students like the story? Why / Why not? Which character do they like best and why?

STUDENT'S BOOK pages 113

1 Look, find and circle the people and animals

1 Ask students to name the characters in the story.
2 Help students find page 113.
3 Show students the word snake and tell them there are characters from the story hidden in it.
4 In pairs, students find and circle the words in the wordsnake.
5 Monitor and assist as needed.

Answers:



Fast finishers



- Ask students to find the pages in the story that the characters in the wordsnake appear on.

2 Who says what? Read and match

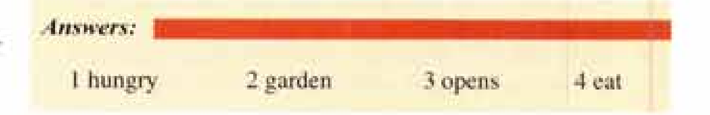
1 Elicit the names of the characters.
2 Read the sentences a-d with the class.
3 Get students to try and guess who says what from what they know of the story. If they find this difficult let them look at the story again.
4 Ask them to draw matching lines with a pencil to match the phrases to the characters in the story.
5 Monitor and assist as needed.

Answers:

1 - b 2 - c 3 - d 4 - a

3 Read and complete

1 Ask the students to read the words in the word pool, then the sentences.
2 Now get them to write the words in the gaps of the correct sentences.
3 Monitor and check all can do this.
4 Ask students to check their answers in pairs and then check as a class.



Answers:

1 hungry 2 garden 3 opens 4 eat

Extra practice

- Students retell the story. One can do the first half and the second can do the second half. Help and prompt with any details.

Closing

- Tell students that they have now read a famous English story.
- Explain that in the next lesson, they will look at the story again in more detail.



LESSON 2 SB pages 98-115

Objectives:	To review the story and check understanding Complete an ordering task and answer true/false sentences
Vocabulary:	*Gingerbread man, oven, river*
Materials:	Student's Book pages 98-115

Opener

- Wave to the class and say *Good morning/Good afternoon* and get them to reply.
- Play *Mime it* (Games bank, page 105) to revise adjectives *happy, sad, hungry, quiet*.

STUDENT'S BOOK pages 98-114

The Gingerbread Man

1 Ask students to look again at the Student's Books from page 98. What can they remember about the story? **Elicit the characters.**

2 Get students to tell you the plot of *The Gingerbread Man* in as much detail as they can.

3 Play the CD again. Pause after each double page and ask the suggested questions below:

- Pages 100-101: Where are Grandma and Grandpa (in the house) What is the time? (11.30) What does Grandma make? (a gingerbread man)
- Pages 102-103: Where does the gingerbread man go? (into the garden) What does Grandma say? (Stop! Stop!) What does the gingerbread man say? (Run, run as fast as you can! You can't catch me, I'm the gingerbread man.)
- Pages 104-105: What color is the cat? (gray) Is the cat hungry? (yes) What does the gingerbread man say? (Run, run as fast as you can! You can't catch me, I'm the gingerbread man.)
- Pages 106-107: What color is the duckling? (yellow) Is the duckling hungry? (yes) What does the gingerbread man say? (Run, run as fast as you can! You can't catch me, I'm the gingerbread man.)
- Pages 108-109: Where is the gingerbread man? (next to a river) Is the fox friendly? (yes)
- Pages 110-112: Is the fox hungry? (yes) What does the gingerbread man say? (Oh no!) Is the fox happy? (no) Is the gingerbread man happy? (yes) Are Grandma and Grandpa happy? (yes)

4 In small groups, students read the story. Go around the classroom as they work, monitoring and helping as necessary.

5 If there is time, confident groups can read the story for the

Story **The Gingerbread Man**

1 Read and put the pictures in the correct order

a Grandma, Grandpa and the gingerbread man are happy.

b It's 11.30. They are hungry. Grandma makes a gingerbread man. 1

c Run, run, as fast as you can! You can't catch me, I'm the gingerbread man.

d The gingerbread man runs into the garden.

114

rest of the class.

1 Read and put the pictures in the correct order

1 Help students to find page 114. Point at Exercise 1.

2 Tell them the story needs putting in the correct order.

3 Students work in pairs to order the frames a to d.

4 Monitor and check all can do this.

Answers:

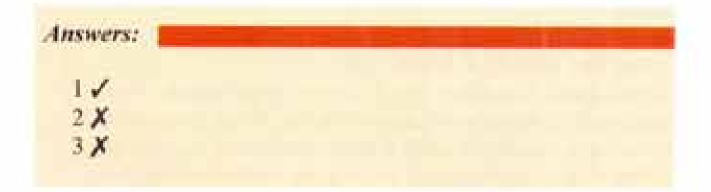
a - 4
b - 1
c - 3
d - 2

Fast finishers

- If any students finish quickly, ask them to draw an extra picture (which isn't in the ordering task) and write the caption from the story.







1 Read and put a (✓) or (✗)

1 Help students find page 115.
2 Ask them to read the sentences. You can do this with the whole class and ask them if they think it's true or false, and then get them to fill in their answers or let students do the whole task individually, as suits your class.
3 Monitor and make sure all are on task.

Answers:

1 ✓
2 ✗
3 ✗

2 Read and trace

1 Help the class read the sentence. Then ask them to trace the words first with a finger, and then with a pencil.
2 Monitor and encourage neat handwriting.

3 Draw and complete

1 Tell students to look through the story quickly once more. Ask them if they can think of their favorite part of the story and of a part they didn't like.
2 Now ask them to draw both and write a couple of words that describe the picture (e.g. *I liked the gingerbread man. I didn't like the fox*).
3 Monitor and help as needed. Give praise

Students' own answers

Extra practice

- In pairs, role-play students' favorite scenes from the story.

Closing

- Perform the story as a short play in groups of 7 so everyone has something to say. If you have time it is good to invite parents to see, or other classes.



Animal name

Put a picture or flash card in each corner of the room (clear furniture a little) and split the class into 4. Give each group an animal and when you call the animal that group should go to the correct corner and chant their animal name. Do this outside if it is too noisy for the classroom. Extend it by swapping animal names and playing again.

Be teacher

Use calling sticks to select a student to come to the front of the class. Encourage them to be the teacher and ask the class to do something (for example: *stand up, clap your hands, touch your head, write your name*, etc.). When they have asked for 2 things and the class has done them, choose a different student to be teacher.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. *toys*. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student, or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow/red/blue/green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say *Find something (red)*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

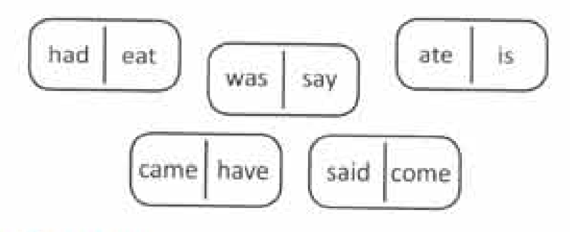
Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Dominoes

Prepare a domino template of your own for use in class. It can then be reused again and again for the particular vocabulary of the lesson. Around 12 different cards for any game is good so you may need two sheets of A4 to keep in your folder, as the separate dominoes for children of this age will need to be big and chunky. See below an example with the past simple. Once you write in the relevant language take copies of the cards so you have a set for every two students. You may want to mount the cards on cardboard and laminate them so you can use them repeatedly.

Put the students into pairs and hand out a set of cards for each. They can play on their table or on the floor, whichever you think works best for your classroom. Tell them to have the cards face down and place one in the middle face up. They should then deal out 4 cards each, which only they can see. They play the game by fitting a card either before the first card, making sure the verb forms match. Once they've played a card they can take another one from the remaining stack. Circulate and check that everyone is playing correctly and offer help as necessary. When one of the students has used up all their cards then they are the winner.



Dress up

Bring in a variety of different costumes for students to try on and talk about.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all the students get to the other side of the room, they repeat with the other student leading.

Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing, e.g. *h/hello, b/book, r/robot* and *d/daddy*, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, the students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.



Go to the word or letter (2)
You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the animal
Divide the class into 2 teams. Describe an animal to the class, giving one clue at a time. For example *It has no legs. It has no arms. It is long.* Encourage students to guess and give a point to the team that guesses correctly first.

Guess the picture
Slowly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Guess the word
Put students into pairs and give them a set of cards so they have around six each. These can be copies of flash cards or other cards you may have used in previous lessons, like Domino cards. They should not show the cards to their partner. They should describe the word without saying it, so that their partner can guess what it is, e.g. *It flies in the sky, what is it?* and their partner should guess *bird*. Continue for a few turns. They could also play this in small groups. Play for a few turns.

Guess who?
Use flash cards or the IWB (Interactive Whiteboard) of known characters/family members and do a slow reveal, getting the class to guess before the whole picture is shown. Use a timer to add urgency to the game.

Hello!
Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Look and draw
Get students into two teams. Divide the board in half with your pen and ask a volunteer to come forward from each team. You have two sets of the vocabulary to be revised as prepared cards with the words on, but it must be vocabulary that can be easily drawn, e.g. *toys, parts of the body, furniture*, etc.
Ask for one person from each team to come forward and give them a card and a board pen. They cannot reveal what's on their card to their team – they should draw the word's meaning on the board and their team should try to guess what the word is (this can done by simply shouting out the word or raising their hands – whichever you think is best). The first team to guess correctly gets a point. The game then continues with new team members at the front. NB: Don't insist that every team member should come to the front as not everyone feels comfortable about drawing in front of others, but make sure that one team member (who might be particularly good at drawing!) doesn't dominate.

Memory
Use this game to practice vocabulary. You need a set of real items, e.g. *a doll, a teddy bear, a robot, a balloon, a car, a ball*. Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

Mime it
Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. *robot*. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle
Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara).* When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound
Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *h/hello, b/book* and *r/robot*, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask: *What's the missing sound?* Students tell you the missing sound.

Move it
This works very well with facial features or clothes but is pretty versatile so you could use it as a warmer with statements such as *Move if you have one sister*, *Move if you're six*, etc.
Have the children sitting on chairs in a circle around you. If working with facial features say something like *Move if you have green eyes*. Everyone with green eyes needs to get up and move, but while they're moving you should take one chair out of the circle, so when they go to sit down, one person is unable to and is consequently out of the game. To stop that person feeling sad, bring them to the front to lead the next one, and whisper a facial feature for them to say, e.g. *Move if you have brown hair*. If working with clothes say, for example, *Move if you have a blue T-shirt*. The game continues, with you removing a chair each time and the students scrambling to sit down. Make sure there are no students getting overly excited and being aggressive towards each other at this stage. Continue, giving instructions and removing chairs until just one student remains in the game. They are then declared the winner.

Mr. Fox
A game to practice whole hours and also mealtimes (breakfast/lunch/dinner). One child goes to the front. He/she is Mr Fox.

The rest of the class start from the other side of the room or playground. They ask *What's the time?* Mr Fox answers with a time on the hour, such as, *It's (four) o'clock.* The class do that number of steps (in this example, four steps) towards the fox. Then the class asks their question again, and again moves forward according to the time that Mr Fox says. If any child can reach Mr Fox, they become the new Mr Fox. If Mr Fox thinks that the other children are getting close, he/she can say *It's breakfast/lunch/dinner time* and then turn and chase the other children to catch someone. The child who Mr Fox catches becomes the new Mr Fox.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, *h* on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. *food (or toy food), classroom items, parts of the body, clothes.* Choose one of the vocabulary items and say *Point to a (crayon).* Students find and point to the item.

Point to the picture / card

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. *course characters, family members, animals, numbers.* Display the cut-out pictures. Say one for the words, e.g. *daddy.* If students think they know which picture is *daddy,* they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy.* That student says the next word and chooses the next student to come and point to it.

Alternatively, students could play this in pairs, using the Student's Book page.

I can …

Use flash cards from sports (for instance) to practice this: *I can play football/Can you play football? Yes, I can./No, I can't. Can you?* Then ask students to find 2 students who can do the same thing as they can, by asking and answering the questions.

I have a ...

Draw a body outline on the board. Choose 1 student to come to the front of the class. Say *I have a ….* and get the rest of the class to say a part of the body. The student at the front should point to it. If they do this correctly, they can choose the next student to come to the front. You can use a stopwatch to make this more fun if your class is confident.

Shops

Use play food to practice a shopping scenario. This reinforces food and drink vocabulary and make interactions more 'real world'. Language can be simple: *I like apples. Two apples please/Thank you.* Swap roles so everyone gets to be both shopper and shopkeeper.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. *pencils, crayons* and *books.* They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two.* Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Snap

The classic simple matching game can be used to practice all vocabulary and is very good for numbers, colors and all lexical sets and can be used to match words to pictures to make it more challenging. Versions used in Units 1-4 include:

Color Snap: using multiples of colors or matching colors to color words

Number Snap: Using multiple cards for numbers 1 to 10, simple matching or match numbers to words and use for simple addition

Moving Snap: Put color/number/vocabulary flash cards around the classroom. Students take a card and find a match. Good for restless classes.

Weather Snap: Use flash cards and weather language to play Snap.

Sorting

Use this game to practice sorting items into different categories, e.g. *healthy and unhealthy food.* Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. *a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side.* Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Stand up if …

Tell students to sit in their chairs but to pull them back a little from their desks. When you say a phrase that's true for them, they should stand up. If you are working with family vocabulary, say phrases like *My family is big, I have two brothers, I don't have sisters, I have three cousins,* etc. Once you have one vocabulary area you could add with some more language from earlier in the book, e.g. *I have black hair, I have brown eyes,* etc. As the game continues you could invite students, one by one, to come to the front of the class and say a phrase for the others to react to. Continue until the pace starts to drop.



Stand up, sit down

Ask all the class to listen. Say *Stand up* and encourage them all to stand. Then say *Sit down* and encourage them to sit. Repeat, getting faster and sometimes saying the commands in a different order to check that everyone is listening carefully.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says… touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye, hair, ear, mouth* and *hand*. Then say: *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying: *Touch your nose*.

Think of a number

To practice 10s numbers, or any new numbers you want, use flash cards and call out a number. Students point to the flash card of the number you call and get a point. Divide the class into teams and the one with most points wins.

Tic tac toe

Draw a grid on the board, as per below:

1	2	3
4	5	6
7	8	9

Divide the class into two teams – the circles (shown by '0' on the grid) team and the crosses team (shown by X on the grid). Explain that the aim of each team is to achieve a line of their symbol going across the grid, which could be horizontally, vertically or diagonally. Tell them that when the game begins they need to choose which square, 1-9, they would like to focus on and say that you will be showing a flash card of a word from last class. If they say the word correctly then their symbol will be written into the square, but if they get the word wrong then the opposing team will have a chance to say it. You may want to ask individual members of the team at each turn, or you may allow the team members to work together to decide on the word – it's up to you, however, if you decide on the latter it makes it less likely that mistakes will be made and the outcome becomes a bit more predictable. The game continues until one team wins by creating a line of their symbols on the grid. You may like to have another two games so the final result can be decided by 'best of three'.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs. One student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. *camel, elephant, giraffe, lion, monkey, snake*. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. *board, book, chair, crayon, pencil* and *table*. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class: *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

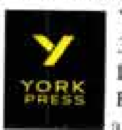
Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. *doll*, without letting the rest of the group see. The first student whispers *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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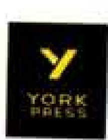
Connect has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD).

www.connectforegypt.com







Size 19.5 x 27 cm
Extent 128 pp
Color 4/4
Grammage 70/180 gm

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